

## H/G Biology 1/26/22 Lesson Plans

<b>Teacher : Mrs. Audrey Hardman</b>	
<b>Course/ Subject: Honors/Gifted Biology</b>	
<b>Date of Instruction: 1/26/2022</b>	
<p><b>Opening (I Do)</b>            An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.  <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>SB6. Obtain, evaluate, and communicate information to assess the theory of evolution.</b></p> <p><b>a. Construct an explanation of how new understandings of Earth's history, the emergence of new species from pre-existing species, and our understanding of genetics have influenced our understanding of biology..</b></p>
	<p><b>Learning Target:</b></p> <p><b>I will explain the history of life in terms of biodiversity, ancestry and the rates of evolution.</b></p> <p><b>I will be able to explain Darwin's theory of natural selection (descent with modification).</b></p>
	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <b>I can explain the difference between biogenesis &amp; spontaneous generation &amp; early experiments associated with these theories &amp; others.</b></li> <li>• <b>I can explain the endosymbiotic theory.</b></li> <li>• <b>I can explain natural selection.</b></li>   <li>• <b>I understand what fitness means in terms of evolution.</b></li> <li>• <b>I understand how pesticide &amp; antibiotic resistance occurs.</b></li> </ul>
	<p><b>Introduction/Connection:</b></p> <p><b>Evolution Vocab Practice</b></p>
	<p><b>DIRECT INSTRUCTION:</b></p> <p><b>Theories of Evolution Lesson</b></p>
<p><b>Work Period (We Do, You Do)</b>            Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.  <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b></p> <p><b>Theories of Evolution Lesson</b>  <b>Instructions over Peppered Moth Lab</b></p>

	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b></p> <p><b>“Peppered Moth Game”:</b> Natural Selection Lab  <b>Theories of Evolution vocab worksheet</b></p>
<p><b>Closing (We Check)</b>  Describe the instructional process that will be used to close the lesson and check for student understanding .  <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p> <p><b>5 Fingers of Evolution video Clip; check in with students/Big Idea Lab Grade</b></p>