

Teacher: Mrs. B

Grade / Course: 9<sup>th</sup> Grade / Life Science

<b>Unit of Study:</b>	<b>Lesson Title:</b>	<b>Duration of Lesson:</b>	<b>Date:</b>
Life Science	Natural Selection	1 class period	12/1/16
<b>Design Question Focus of the Lesson (elements from other DQ's may be used as support)</b>			
<input checked="" type="checkbox"/> Introducing New Knowledge	<input type="checkbox"/> Deepening or Practicing	<input type="checkbox"/> Generating and Testing Hypotheses	
<b>Standard(s):</b>			
LS.HS.1.1.2 – Students will understand the diversity of life			
<b>Learning Goal/Target:</b>			
<p>I can understand the connection between natural selection and speciation</p> <p>I can explain survival of the fittest</p>			
<b>Scale:</b>			
<b>2.0 Simpler Content:</b>  Students will: -Recall content vocabulary; -Recognize true statements concerning: <ul style="list-style-type: none"> <li>• natural selection</li> <li>• speciation</li> <li>• survival of the fittest</li> <li>• diversity of life</li> </ul>	<b>3.0 Target (Objective):</b>  Students will: understand and explain the diversity of life, citing examples to support their claim.	<b>4.0 More Complex:</b>  Students will: demonstrate in-depth inferences and applications	
<b>Assessment and Monitoring: (Formative Scale Checks):</b>			
Oral quiz on past week's learning. Will check answers in class by calling out correct answers as students check own work. Exit ticket on day's learning targets.			
<b>Big Ideas:</b>			
<ul style="list-style-type: none"> <li>• Connection between natural selection, speciation and survival of the fittest</li> <li>• VIST (Variation, Inheritance, Selection, Time)</li> </ul>			
<b>Lesson Overview:</b>			
<ul style="list-style-type: none"> <li>• Bellwork: Students will write a paragraph explaining the origin of a strange creature- the Texas Flying Salamander.</li> <li>• Students will choose a piece of candy from a selection of various kinds of candy. This will be a hook activity to help them compare the candy jar to an ecosystem with various species.</li> <li>• Discussion -Through questioning, I will lead a discussion to help students discover meaning of "survival of the fittest", and see the connection with natural selection and speciation.</li> </ul>			

<b>INSTRUCTIONAL STRATEGIES:</b>
<ul style="list-style-type: none"><li>• Hook activity using candy selection as a metaphor for survival of fittest</li><li>• Review key vocabulary: Natural Selection; Species; and acronym VIST (Variation, Inheritance, Selection, Time )</li><li>• Close with review of the day's lesson</li></ul>
<b>Adaptations for Unique Student Needs: (ELL, Special Education, Gifted, Students who lack support for school)</b>
I will differentiate questions and strategies for lower readiness students.
<b>Homework Assignment(s):</b>
Students will be assigned to read the first part of Ch. 6 for homework.
<b>Resources, Technology, and Materials:</b>
Textbook- Ch. 6 (Pgs. 145-153)