Lesson Plan 1	**What's Evolution?**	**Unit 1**

Aim: To make an introduction the concept and definitions of evolution.

Teaching objectives I plan my teaching	**Learning Outcomes** At the end of the lesson students should be able to
Content To explain how science works. To introduce them to the Evolution. To differentiate between different processes and mechanisms of evolution. To distinguish different possible occurrences.	**Content** Recognise biological aims. Define evolution from different perspectives. Understand different mechanisms of evolution. Explain how a scientist has to work.
Cognition To describe process (which processes this is too vague). To encourage critical thinking. To relate an image to its description. To introduce and develop a variety of skills.	**Cognition** Describe and classify processes of evolution. Compare and synthesise visual and written skills. Work in groups effectively. Problem-solve collaboratively.
Communication To construct hypotheses. To write definitions and conclusions. To explain why mechanisms of evolution happen. To develop the language of cause and effect.	**Communication** Retell the theory of Natural Selection in their own words. Explain mechanism of evolution using scientific vocabulary. Use new vocabulary appropriately.
Culture To relate evolution to life changes. To study changes in daily life over time. To recognise the contribution of scientists to biological studies.	**Culture** Identify evolution changes in their daily routine. Search for information using different sources. Be aware of the relevance of scientific thinking. Write biographies.

Tasks planned and timing

- Power Point to introduce the subject: what it is about, the explanation of the topics and some examples. I would try to ENGAGE their interest through some interactive tasks even during the introduction to the topic
- Students will be provided with a handout with their tasks. There will be some different kinds of exercises: working in pairs, matching pictures with a sentence, filling the gaps, plenary to discuss conclusions
- Homework: some exercises of the handout to clarify concepts about Natural selection and evolution, and do some research on their own.

Resources

- For the power-point: a computer, a screen and a projector
- For the class activities: a handout for each student including the theoretical basis for the topic exercises to support them and to enable effective learning.
- For the homework: some photocopies for each student.

Assessment

- Homework will be marked according to the criteria sheet
- Teacher will asses the students' participation towards the content and the use of English language.

Lesson Plan 2	**Evidence for Evolution**	Unit 1

Aim: To make an introduction to evidence for evolution.

Teaching objectives I want to teach	**Learning Outcomes** At the end of the lesson students should be able to
Content To introduce them to the different evidence. To considerer different evidence. To distinguish different evidence for evolution.	**Content** Make a list of any evidence for evolution. Identify any evidence for evolution in a picture. Recognise evidence for evolution. Make a travel log.
Cognition To justify if any evidence appears more important than other. To describe reasons which prompted Darwin to study evidence. To encourage critical thinking. To relate an image to its description. To provide a variety of skills.	**Cognition** Describe and classify the different evidences for of evolution. Compare and synthesise visual and written skills. Work in groups effectively. Problem-solve collaboratively. Draw a map.
Communication To summarize differences among evidence for evolution. To write definitions and conclusions. To develop language of cause and effect.	**Communication** Retell each evidence in their own words. Explain the evidences of evolution using scientific vocabulary. Use new vocabulary in context. Record observations concerning embryos, fossils and similarities among living organisms.
Culture To be conscious of the importance to take care of different plants and animals. To show an interest in knowing the diversity of Nature on our planet.	**Culture** Develop a positive attitude towards actions aimed at conserving and protecting animals and plants. Search for information using different sources. Write how Darwin found some of these evidences. Be aware of the relevance of scientific thinking.

Tasks planned and timing

- Students will be provided with a handout with their tasks. There will be some different kinds of exercises: working in pairs, matching pictures with a sentence, filling the gaps, plenary to discuss conclusions
- Homework: some exercises of the handout to clarify new concepts or do some research on their own (How to make a Travel Log)

Resources

- For the class activities: a handout for each student with the theoretical basis they are supposed to learn and with the exercises to support them and to enable effective learning.
- For the homework: some exercises of the handout given (some exercises of mechanisms of evolution depending on the time left).

Assessment

- Homework will be marked according to the criteria sheet.
- Teacher will asses the students' participation towards the content and the use of English language.

Lesson Plan 3	**Darwin and Lamarck**	Unit 1

Aim: To introduce Darwin's and Lamarck's work.

Teaching objectives I want to teach	**Learning Outcomes** At the end of the lesson students should be able to
Content To teach concepts related to Darwin and Lamarck scientific work. To illustrate with pictures what Darwin believed and what Lamarck believed. To explain agreements and disagreements. To explain religious controversy.	**Content** Recognise the current theories of evolution. Define inheritance, traits. Distinguish the mechanisms of inheritance. Notice that there are different religious beliefs about how evolution has occurred.
Cognition To describe inheritance and traits. To encourage critical thinking about religious controversy To relate an image to its description. To develop a variety of skills: especially hypothesis ,synthesis .	**Cognition** Apply knowledge of the concepts of inheritance, traits. Compare and synthesise visual and written skills in groups effectively. Problem-solve collaboratively.
Communication To use the way to make hypotheses. To use 'perhaps ' to make hypothesis. To write definitions and conclusions. To explain why mechanisms of inheritance happen.	**Communication** Retell the meaning of Inheritance of Acquired Characteristics in their own words Use in context new vocabulary. Express opinions. Gather information from different books.
Culture To value World Nature through its diversity. To develop criteria for judging the value of Darwin's and Lamarck hypothesis, in the social context where Were formulated. To be aware of religious belief in Darwin's time.	**Culture** Identify inheritance in their life. Search for information using different sources. Write biographies. Be aware of the society of 19th century.

Tasks planned and timing

- Students will be provided with a <u>handout</u> with their tasks. There will be some different kinds of exercises: working in pairs, matching pictures with a sentence, filling the gaps, plenary to discuss conclusions
- <u>Homework</u>: some exercises of the handout to clarify new concepts or do some research on their own.

Resources

- For the class activities: a handout for each student with the theoretical basis they are supposed to learn and with the exercises to support them and to enable effective learning.
- For the homework: some exercises of the handout given (some exercises of mechanisms of evolution depending on the time left).

Assessment

- Homework will be marked according to the criteria sheet.
- Teacher will asses the students' participation towards the content and the use of English language.