

# HBCSD TECHNOLOGY LESSON PLAN

## 7th GRADE (Lesson 2)

**Grade Level - 7**

**Lesson Title - Design Your Own Adapted Creature**

### Standards

[MS-LS4-1.](#) Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

[MS-LS4-2.](#) Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

### Technology Competencies

- Computer Identification/Skills 3-6, 9
- Application Skills 10-18
- Publishing 40, 42
- Research/Information Access 44-47
- Societal/Ethical Issues 48, 49, 51

### Purpose

Students will examine animal traits, determine the reason for adaptation, and design their own adapted creature to present to the class.

### Resources

<http://youatthezoo.org/videos-and-teacher-resources.html>  
<http://mrscienceut.net/Adaptations/AdaptationsWebQuest.html>  
<http://www.discoveryeducation.com/teachers/free-lesson-plans/animal-classification.cfm>  
<http://www.accessexcellence.org/AE/ATG/data/released/0542-BehmLisa/>

### Supplies

- Internet accessible computers
- Drawing Software like PhotoShop, Paint, or SketchUp
- Network printers
- Paper
- Pencils

### Direct Instruction

1. Review standards for computer use, Internet search procedures, and publishing skills
2. Remind students about computer safety, saving files, and printing procedures
3. Review different animal traits and how animals adapt for survival
4. Introduce concept of designing an adapted animal and requirements
5. Show sample designs of animals and model how to design one on paper
6. Model how to create the animal on the computer

### Guided Practice

1. Students research for own adapted animal
2. Students create a rough sketch on paper
3. Students create computer graphic of adapted animal, saving often into approved medium (network file folder, individual flash drive, etc)
4. Students print adapted animal (home/school depending on capability)

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### **Differentiated Instruction**

- EL - pair with partner, allow proofreading by either teacher or student mentor, make requirements less rigid
- GATE - expand into how the adapted animal works within its own species, expand into the concept of animal rotation where different types of animals occupy the same space at different times

### **Assessment**

Rubric should be provided prior to guided practice. Teacher can grade based on process, content accuracy, appearance, and project completion.