

 DETAILED LESSON PLAN	School	NAPURU NATIONAL HIGH SCHOOL	Grade Level	GRADE 11															
	Teacher	MARIA SHARALENE M. LAMOSTE	Learning Area	EARTH AND LIFE SCIENCE															
	Teaching Dates and Time	OCTOBER 14, 2024 (8:30-9:30/4:00-5:00)	Quarter	2															
I. OBJECTIVES																			
A. Content Standard	The learners demonstrate an understanding of: 1. the historical development of the concept of life 2. the origin of the first life forms 3. unifying themes in the study of life																		
B. Performance Standard	The learners shall be able to value life by taking good care of all beings, humans, plants, and animals.																		
C. Learning Competencies/Objective (write the LC Codes for each)	The learners describe classic experiments that model conditions which may have enabled the first forms to evolve. SL11/12LT-19a-2																		
D. Specific Objectives	At the end of this lesson, learners are expected to: 1. describe classic experiments that model conditions that may have enabled the first life forms to evolve.																		
II. CONTENT																			
Introduction to Life Science																			
III. LEARNING REFERENCES																			
A. References																			
1. Teacher's Guide pages																			
2. Learner's Material pages																			
3. Textbook pages																			
4. Additional Materials from Learning Resource (LR) Portal																			
B. Other Learning Resources																			
Earth and Life Science Quarter 2 – Module 1: Life and its Beginnings																			
IV. PROCEDURES																			
<table><tr><td></td><td>Teacher's Activity</td><td>Learner's Activity</td></tr><tr><td>A. Reviewing previous lesson or presenting the new lesson</td><td>Pre-Test: Tell whether the following statement about the concept on the origin of life is a FACT or BLUFF. Write FACT if the statement is true and BLUFF if it is not true. ____ 1. The oldest hypothesis that life came from divine being is the most widely accepted belief. ____ 2. The Miller-Urey experiment suggested that sunlight may have helped trigger the creation of key building blocks of life on Earth during the earliest time periods. ____ 3. Panspermia proposes that a meteor or cosmic dust may have carried to Earth significant amounts of organic molecules, which started the evolution of life. ____ 4. A meteorite that was found in Arctic. Suggested that it had been ejected from Mars possibly by a collision with an asteroid. ____ 5. Based on Pasteur's experiment, spontaneous generation could not occur.</td><td>Answer's key: 1. FACT 2. BLUFF 3. FACT 4. FACT 5. FACT</td></tr><tr><td>B. Establishing a purpose for the lesson</td><td>The teacher will present to the class the expected lesson objective to be accomplished by the end of the discussion.</td><td>Lesson Objective: 1. Describe classic experiments that model conditions that may have enabled the first life forms to evolve.</td></tr><tr><td>C. Presenting examples or instances of the new lesson</td><td>How do you think life emerges in our Earth?</td><td>Perhaps the most fundamental and at the same time the least understood biological problem is the origin of life. Life is coeternal with matter and has no beginning; life arrived on Earth at the time of Earth's origin or shortly thereafter. Centuries ago, people were puzzled about how life originated on Earth. Lots of concepts about life emerged and many tried to give pieces of evidences. All we know for sure is that it happened after Earth formed 4.5 billion years ago, and before 3.4 billion years ago – the time of the oldest confirmed fossils. Many paleontologists have tried to narrow the window by identifying older traces of life but these findings are disputed. Let's find out how life began on Earth!</td></tr><tr><td>D. Discussing new concepts and practicing new skills #1</td><td>What are the different concepts on the origin of life?</td><td>CONCEPTS ON THE ORIGIN OF LIFE: 1. ARISTOTLE in the fourth century proposed the idea of Spontaneous generation. It states that life could appear from nonliving material. It held its position until the seventeenth century. They believed that flies could grow from cattle manure, mice from wheat stored in the dark, maggots from decaying meat, fish from mud of previously dried lakes, or lice from sweat. 2. Redi's Experiment (1668) Italian physician Francesco Redi conducted an experiment that challenged the idea of spontaneous generation. His experimental setup involved disproving spontaneous generation using maggots that arose from decaying meat. 3. Needham's Experiment (1748) John Needham, an English priest challenged Redi's Experiment. It was a common knowledge at that time that boiling could kill microorganisms. His experiment tested whether or not microorganisms can appear spontaneously after boiling. 4. Spallanzani's Experiment (1767) Lazzaro Spallanzani, an Italian scientist challenged Needham's experiment. 5. Pasteur's Experiment (1861) By sterilizing a food source and keeping it isolated from the outside, Pasteur observed no putrefaction of the food source (top panel). Upon exposure to the outside environment, Pasteur observed the</td></tr></table>						Teacher's Activity	Learner's Activity	A. 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A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

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The Gospel According to St. John C. K. Barrett, 1978-12-01 In this useful work C Kingsley Barrett offers an insightful commentary on the book of John Barrett seeks to view John in light of a variety of contexts including that in which it was written and its implications for modern day readers The book includes detailed notes and commentary on each chapter of John s Gospel *The National Union Catalog* Library of Congress, 1953 Constitutes the quinquennial cumulation of the National union catalog Motion pictures and filmstrips **Acts Passed at the ... Session of the General Assembly for the Commonwealth of Kentucky** Kentucky, Includes public acts local and private acts Colorado Revised Statutes Colorado, 2019 *Films and Other Materials for Projection* Library of Congress, 1953 Pennsylvania School Journal , 1965 Includes Official program of the meeting of the Pennsylvania State Educational Association some times separately paged

A Supplement to the Oxford English Dictionary: H-N R. W. Burchfield, 1972 These volumes replace the 1933 Supplement to the OED The vocabulary treated is that which came into use during the publication of the successive sections of the main Dictionary that is between 1884 when the first fascicle of the letter A was published and 1928 when the final section of the Dictionary appeared together with accessions to the English language in Britain and abroad from 1928 to the present day Nearly all the material in the 1933 Supplement has been retained here though in revised form Preface **Budget Request** Colorado. Department of Health Care Policy and Financing, 2014 **Encore Tricolore Nouvelle 3 Teacher's Book** Heather Mascie-Taylor, Michael Spencer, Sylvia Honnor, 2002 This trusted and tested course retains many of the features that have made it so reliable for exam success but is totally up to date and relevant in both content and appearance Encore Tricolore Nouvelle Edition has been written to help your students achieve excellent results at all stages of their French learning Colorado's Three-year Juvenile Justice and Delinquency Prevention Plan , 2012 *The University of Chicago Magazine* , 1957

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