Date submitted: Friday, July 17, 2015
Teacher(s): Marie Romie Alexis
School(s): Lake Worth Community HS
Grade(s): 9-12
Subject(s): Biology

Title of Project: Family tree
Goal of Project: Creation of family tree using data, artifacts, and knowledge of genetics to show how individuals in the family have evolved, due to mutation and/or genetic recombination.

What will be done with my students:
- Direct instruction of phylogeny tree and artifacts provided.
- Create phylogeny tree with artifacts provided and use computer simulation to investigate.

Benefit to my students:
- Understanding the concept of evolution linked to phylogeny tree is a branching process, not linear.

UF connection:
- Concept of evolution
- Phylogeny tree
# SINGLE LESSON PLAN

**Teacher:** Marie-Romie Alex

**Content Area/Grade:** Biology 9-12

**Date:** 7/17/15

**Unit Name:** Hominid Evolution

## Unit Goal
What unit goal does this daily lesson address?

- Explain how the scientific theory of evolution is supported by fossil and comparative anatomy, molecular biology, and observed evolutionary change.

**Standard(s)/Benchmark(s)**: What standard(s)/benchmark(s) does this daily lesson address?

- The theory of evolution is supported by evidence.

**Domain:** 2, **E44**

## Essential Questions
What essential question(s) does this lesson address?

- What types of evidence support human evolution?
- How can evidence be used to explain hominid evolution from early ancestors to modern humans?

**Organization & Learning**
How will students be organized today for the lesson’s activities?

- In groups of 3 or 4

## LEARNING EXPERIENCES, INSTRUCTION, AND RESOURCES
What activities or experiences (from your Unit Plan) will students engage in today? (DQ2, E9)

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<th>Lesson Sequence</th>
<th>Resources &amp; Materials</th>
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<tr>
<td>Activating Prior Knowledge</td>
<td><strong>KWL on human evolution</strong></td>
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<td>Explicit Instruction</td>
<td><strong>Hominid / hominid evolution</strong></td>
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<td>Elaborative Questioning</td>
<td><strong>Time line and fossil evidence</strong></td>
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<td>Demonstrating Understanding</td>
<td><strong>Lab activities</strong></td>
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<td>Reflection</td>
<td><strong>What the differences and similarities between early ancestors and modern humans?</strong></td>
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<tr>
<td>Daily Progress Monitoring Assessment</td>
<td><strong>Perform lab activities at lab stations and answer investigation questions</strong></td>
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<td><strong>Based on the results from your Daily Progress Monitoring Assessment, what concepts need to be revisited in the next lesson?</strong></td>
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### Additional Resources
- ABC Brainstorming
- KWL
- Anticipation Guide
- Card Sort
- Think-Pair-Share
- Motivational Hook
- Lecture
- Demonstration
- Note-taking Guide
- Inferential Questions
- Analytic Questions
- Philosophical Chairs
- Graphic Organizers
- Picture Notes
- Flow Charts
- Concept Maps
- Mnemonics
- Graffiti
- Reflective Journals
- Think Logs
- Exit Ticket (Student Learning)
- Quiz
- Journal
- Exit Ticket (for Content)
- Response Cards
- Computer
- LCD Projector
- Paper
- Pencils
- Whiteboards
- Markers
- Butcher Paper
- Response Cards
- Post-it Notes
- Video Clip(s):

**Homework:**
- DQ3, E16
- Read Hominid evolution in textbook for team-based learning activity