UF CPET ACTION PLAN TEMPLATE

Date submitted: July 2015

Teacher(s): Anton Hafstrand

School(s): Lake Worth Middle School

Grade(s): Middle School

Subject(s): Science

Title of Project: Evolution - Change over time

Goal of Project:

What will be done with my students: (on back)

Using a variety of lectures and activities, my students will be exposed to the theory of evolution; the goal is that they understand the theory of evolution is the change over time is represented with a tree of phylogeny.

Benefit to my students:

My students will be provided with current science knowledge, where they will practice deepening knowledge and critical thinking skills along with multiple close reading skills.

- Clades Race
- Evolution timeline
- Chewing on change

UF connection: Close reading of the theory of evolution "orthogenesis"
### SINGLE LESSON PLAN

**Teacher:**

**Content Area/Grade:** 7

**Date:**

**Unit Name:** 7th Grade Change over time (Evolution)

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

Students will understand that the theory of evolution is supported by evidence and is the primary mechanism for change over time.

**Standard(s)/Benchmark(s):**

- SC.7.1.15.1
- SC.7.2.15.3
- SC.9.1.2.15.13
- LA standards that are met...

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

- What do fossil teeth tell us about the family Equidae?
- How do fossils show change over time?

#### Connecting Concepts
How will you review yesterday's content and connect today's lesson to it?

Continue to readdress previous topics connect horse phylogeny to evolution in pathogens & plants.

**Organizing Students for Learning:**
How will students be organized today for the lesson's activities?

- Group of 4 for introduction & lab activity, individually for assessment.

### LEARNING EXPERIENCES, INSTRUCTION, AND RESOURCES

What activities or experiences (from your Unit Plan) will students engage in today? (DQ2, E9)

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<tr>
<th>Lesson Sequence</th>
<th>Resources &amp; Materials</th>
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<tr>
<td>Activating Prior Knowledge DQ2, E8</td>
<td>Pre-assessment, KWL Great clade Race</td>
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<tr>
<td>Explicit Instruction</td>
<td>Close reading &quot;Understanding Evolution&quot; Short lecture &amp; demonstrate</td>
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<td>Group Processing of New Information DQ2, E10</td>
<td>Jigsaw Reciprocal Teaching Concept Attainment Think-Pair-Share</td>
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<td>Elaborative Questioning DQ2, E11</td>
<td>Lab summary questions Group discussion to evaluate what was learned in lab</td>
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<td>Demonstrating Understanding DQ2, E12</td>
<td>Post Test Equine Phylogenetic tree</td>
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<td>Reflection DQ2, E13</td>
<td>Inferred Questions Analytic Questions Philosophical Chairs</td>
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<tr>
<td>Daily Progress Monitoring / Assessment</td>
<td>Connect phylogenetic concepts to other evolutionary examples graphic organizers, picture notes, flow charts, concept maps, mnemonics, graffiti</td>
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Based on the results from your Daily Progress Monitoring Assessment, what concepts need to be revisited in the next lesson?

Genetic variation, environmental adaptation.