UF CPET ACTION PLAN TEMPLATE

Date submitted: 7/17/15

Teacher(s): NATHAN BEILCHER

School(s): PALM BEACH LAKES HIGH SCHOOL

Grade(s): 9th/10th

Subject(s): BIOL ROYLO / BIOL Hon

Title of Project: Evolution Stations

Goal of Project:
To introduce students to the concept of evolution while introducing or reteaching or reviewing evolution terms.

What will be done with my students:
The students will walk through a series of stations that will highlight concepts relating to evolution.

Station #1 - Horse Phylogeny (Natural Selection, Speciation, Variation, Adaptation)
Station #2 - Comparative Anatomy & Phylogeny of Hominids
Station #3 - DNA/Molecular Biology as Evidence
Station #4 - Fossils (Comparative anatomy, vestigial, homology, analogy)

Benefit to my students:
- Exposed to detailed concepts of evolution and evidence of evolution.
- Expose and resolve misconceptions about evolution.

UF connection:
- TK Stations / Horse Phylogeny
# SINGLE LESSON PLAN

**Teacher:** Mr. Becherer  
**Content Area/Grade:** Biology  
**Date:** 7-17-15

**Unit Goal**  
What unit goal does this daily lesson address?  
Reinforce Vocab, Elaborate on the concept of a phylogeny, Teach Evidence of Evolution

**Standard(s)/Benchmark(s)**  
What standard(s)/benchmark(s) does this daily lesson address?  
SC.912.L.15.1  
Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity

**Students will understand that...**  
What should the students understand by the end of today’s lesson?  
- Evolution is supported by many scientific disciplines  
- Scientific inferences can be made from observations  
- There are examples of trends in hominid evolution from ancestors to humans

**Essential Questions**  
What essential question(s) does this lesson address?  
How does fossil record, comparative anatomy, molecular biology support the theory of evolution?

**Connecting Concepts**  
How will you review yesterday’s content and connect today’s lesson to it?  
Review the concept of the clade & common ancestry

**Organizing Students for Learning**  
How will students be organized today for the lesson’s activities?  
in rotation stations

## LEARNING EXPERIENCES, INSTRUCTION, AND RESOURCES

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

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Resources &amp; Materials</th>
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| **Activating Prior Knowledge** | DQ2, E8 | ABC Brainstorming  
KWL  
Anticipation Guide  
Card Sort  
Think-Pair-Share |
| ** Explicit Instruction** | | Motivational Hook  
Lecture  
Demonstration  
Note-taking Guide |
| **Group Processing of New Information** | DQ2, E10 | Jigsaw  
Reciprocal Teaching  
Concept Attainment  
Think-Pair-Share |
| **Elaborative Questioning** | DQ2, E11 | Inferential Questions  
Analytic Questions  
Philosophical Chairs |
| **Demonstrating Understanding** | DQ2, E12 | Graphic Organizers  
Picture Notes  
Flow Charts  
Concept Maps  
Mnemonics  
Graffiti |
| **Reflection** | DQ2, E13 | Reflective Journals  
Think Logs  
Exit Ticket (Student Learning) |
| **Daily Progress Monitoring Assessment** | | Quiz  
Journal  
Exit Ticket (for Content)  
Response Cards |

Based on the results from your Daily Progress Monitoring Assessment, what concepts need to be revisited in the next lesson?