UF CPET Action Plan Template

Date submitted: 7/11/15

Teacher(s): Mrs. Comacho-Rorie, Trina

School(s): Roosevelt Middle School

Grade(s): 6th

Subject(s): Skeletal System

Title of Project: Long Bones, Short Bones, Wide Bones, Oh my!

Goal of Project: To become familiar with the bones of the body

What will be done with my students:

1. Students will first learn medical terminology and vocabulary words for this unit.

2. The students will be put into groups of 4 and we will do the UF activity Maggie gave us.

*Station 1: Measure brain capacity in skull; identify bones of skull
  Section: A Primate, Section B: Neanderthal / Human

*Station 2: Define difference between Bipedsal & Quadrupedsal; Investigate usage of phalanges

*Station 3: Create a phylogeny tree using data; vocal / med term when

Benefit to my students:

1. Identify, compare, & contrast primates & humans

2. Knowing additional medical terminology & vocals

UF connection:

Maggie's Activity

Jennifer
SINGLE LESSON PLAN

Teacher: Contrao-Horse, Trina
Content Area/Grade: 6th Grade
Date: 7/16/15

Unit Name: Skeletal System

Unit Goal
What unit goal does this daily lesson address?

Identifying the Skeletal System

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

SC.912.L.14.12
Describe the anatomy & histology of bone tissue.

Domain 2, E44

Students will understand that...
What should the students understand by the end of today’s lesson?

1. Bone development has changed over time
2. We share similar bone structures with primates

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

Is there a difference between a primate & human: • Pelvic cavity • Phalanges

Connecting Concepts
How will you review yesterday’s content and connect today’s lesson?

1. Medical terminology & vocabulary will be reviewed & used.

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

1. ReviewYesterday's Work
2. Set up 3 stations with Section A, B, & C (Primates)
   • Measure brain capacity & graph measurement (human)
   • Compare & contrast bone structure
   • Create a phylogeny using data, never used term paired with concept

LEARNING EXPERIENCES, INSTRUCTION, AND RESOURCES

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

Activating Sequence

<table>
<thead>
<tr>
<th>Activating Prior Knowledge DQ2, E9</th>
<th>Explicit Instruction</th>
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</thead>
<tbody>
<tr>
<td>Review the lesson from the day before with a quiz (oral)</td>
<td>Students will receive information using rank visual aid, &amp; model model activity, hear voice, &amp; read text, then recap it</td>
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<thead>
<tr>
<th>Group Processing of New Information DQ2, E10</th>
<th>Elaborative Questioning DQ2, E11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be in groups for lab activity a. Group Presentation (phylogeny)</td>
<td>Are there differences between primates &amp; human? If you were a research scientist, what would you change on the human body? Students will create a phylogeny</td>
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<tr>
<th>Demonstrating Understanding DQ2, E12</th>
<th>Reflection DQ2, E13</th>
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<tr>
<td>Students will create a phylogeny.</td>
<td>Students will write in their journal.</td>
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Daily Progress Monitoring Assessment

Daily Assessment of journal with read back, learning scales

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

Resources & Materials

- Computer
- LCD Projector
- Paper
- Pencils
- Whiteboards
- Markers
- Butcher Paper
- Response Cards
- Post-it Notes
- Lab / Inquiry Activity
- Website(s): www.learn-assessment.com
- Lab Materials: UF Module H Activity
- Homework DQ3, E16