UF CPET ACTION PLAN TEMPLATE

Date submitted:

Teacher(s): [Name Redacted]  Roberts

School(s): Roosevelt Middle School

Grade(s): 8th, 9th

Subject(s): Science

Title of Project: Change In Time

Goal of Project: Student will understand how scientists use scientific investigations to answer questions.

What will be done with my students:
Research on different types of horses and the potential effect and the potential effects that the change in their environment had on them.

Benefit to my students:
Students will understand the ecological relationship between plants and animals and their environments.

UF connection:
"Tree of Life" locker A growing on change
**SINGLE LESSON PLAN**

**Teacher:** Robert Turner  
**Content Area/Grade:** 9th Grade Science  
**Date:**

<table>
<thead>
<tr>
<th>Unit Name:</th>
<th>Standard(s)/Benchmark(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What unit goal does this daily lesson address?</td>
<td>What standard(s)/benchmark(s) does this daily lesson address?</td>
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</table>
| Student will understand that the process of Science include the formulation of Scientifically Unanswerable Questions, collection of data, and the evaluation of that data. | SC.8.N.11  
SC.10.L.15.2 |

**Domain 2, E44**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Organizing Students for Learning</th>
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<tbody>
<tr>
<td>What essential question(s) does this lesson address?</td>
<td>How will students be organized today for the lesson’s activities?</td>
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<tr>
<td>How do life forms change over time.</td>
<td>Small groups</td>
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**Connecting Concepts**  
How will you review yesterday’s content and connect today’s lesson to it?

**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>
</tr>
</thead>
</table>
| Activating Prior Knowledge DQ2, E8 | Computer  
LCD Projector  
Paper  
Pencils  
Whiteboards  
Markers  
Butcher Paper  
Response Cards  
Post-it Notes  
Video Clip(s): |
| Explicit Instruction | Lab / Inquiry Activity  
Jigsaw  
Reciprocal Teaching  
Concept Attainment  
Think-Pair-Share  
Inferential Questions  
Analytic Questions  
Philosophical Chairs  |
| Group Processing of New Information DQ2, E10 | Graphic Organizers  
Picture Notes  
Flow Charts  
Concept Maps  
Hennemorecs  
Graffiti  
Reflective Journals  
Think Logs  
Exit Ticket (Student Learning)  |
| Elaborative Questioning DQ2, E11 | Quiz  
Journal  
Exit Ticket (for Content)  
Response Cards  |
| Demonstrating Understanding DQ2, E12 | |
| Reflection DQ2, E13 | |
| Daily Progress Monitoring Assessment | |

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