UF CPET Action Plan Template

Date submitted: 7/17/15

Teacher(s): Rochelle Glenn

School(s): Roosevelt Middle

Grade(s): 8th grade

Subject(s): Biomedical Science/Pre Medical

Title of Project: Infection Control

Goal of Project:
To identify how plants and animals are similar in regards to how pathogens mutate.

What will be done with my students:

I will use the potato late blight in potato's and tomato's to reinforce how plants and animals have pathogens. It will also show how the protein mutate and how different strands are produced.

Benefit to my students:

The correlation between plants and animals. How similar they are to humans when pathogens are involved.

UF connection:

I will use the information from Dr. Erica Hess' "Evolution of Virulence" presentation to show my students how plants have similar problem with pathogens like humans.
## SINGLE LESSON PLAN

**Teacher:** Rochelle Glenn  
**Content Area/Grade:** Biomedical Science  
**Date:** 7/17/15

### Unit Name: Infection Control / Pathogens
### Standard(s)/Benchmark(s):

- **10.01** Distinguish between fact and fallacy about transmission and causes of a pathogen

**Domain 2, E44**

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

- How pathogens affect plants "potatoes".

**DQ1, E1**

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

- Plants have pathogens that mutate like human pathogens

**DQ1, E1**

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

- How does Phytophthora Infestans affect the growth of a potato plant?

**DQ3, E14**

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

- Student would have had lessons on human pathogens now with a computer.

**DQ2, E7 or DQ3, E15**

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

- Students will be placed in pairs with a computer.

### 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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</table>
| **Activating Prior Knowledge** DQ2, E8 | ABC Brainstorming  
KWL  
Anticipation Guide  
Card Sort  
Think-Pair-Share  
Motivational Hook  
Lecture  
Demonstration  
Note-taking Guide |
| **Explicit Instruction** | Jigsaw  
Reciprocal Teaching  
Concept Attainment  
Think-Pair-Share  
Inferential Questions  
Analytic Questions  
Philosophical Chairs  
Graphic Organizers  
Picture Notes  
Flow Charts  
Concept Maps  
Mnemonics  
Graffiti |
| **Group Processing of New Information** DQ2, E10 | Lab / Inquiry Activity  
Lab Materials |
| **Elaborative Questioning** DQ2, E11 | Website(s):  
Lab Materials |
| **Demonstrating Understanding** DQ2, E12 | Computer  
LCD Projector  
Paper  
Pencils  
Whiteboards  
Markers  
Butcher Paper  
Response Cards  
Post-it Notes  
Video Clip(s): |
| **Reflection** DQ2, E13 | Quiz  
Journal  
Exit Ticket (for Content)  
Response Cards |

### Daily Progress Monitoring / Assessment
Exit ticket

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

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