UF CPET Action Plan Template

Date submitted: 7/17/15

Teacher(s): Killingsworth, Stephanie

School(s): Coniston Middle

Grade(s): 7/8

Subject(s): IB/Accelerated Advanced Science Experimental Science Honors

Title of Project: Evolution Revolution

Goal of Project:
To dispel misconceptions around evolution and to engage advanced middle school students in higher rigor learning and understanding of the many facets of evolution and the tools scientists use to understand the processes. Students will close read "Understanding Evolutionary Trees" & discuss article via Socratic Seminar. They will practice modeling evolutionary trees by collaborating on the Great Clade Race. We choose to examine speculation, variation, & evolution through specifically examining the evolution of the North American Horse by interpreting "Chewing on Change". To highlight an alternate aspect of how evolution occurs, we'll focus on Human & Plant Pathogens by reading Fever 1793 for a project based piece.

Benefit to my students:
To provide most current science in the field, while exercising writing, inquiry, collaboration, organization, and reading in order to practice critical thinking and problem solving skills.

UF connection:
- Great Clade Race & Clade Article
- Chewing on Change
- Sharing photos of my experience
- Fever 1793
- Plant Pathogens & the Evolutionary Race
# SINGLE LESSON PLAN

**Teacher:** Kilingsworth  
**Content Area/Grade:** 7th Science  
**Date:** 7/17/15

## Unit Name:

**CHANGE OVER TIME / EARTH'S HISTORY (UNIT7)**

### Unit Goal

**What student goal does this daily lesson address?**

Students will understand that:

- Evolution is a linear process that involves significant changes over time.
  
**Standard(s)/Benchmark(s):**

- SC.7.L.15.1
- SC.9.12.L.15.3
- SC.7.L.15.3

**Domain 2, E44**

### Students will understand that...

**What should the students understand by the end of today's lesson?**

Students will understand that evolution is a linear process that involves significant changes over time.

**Essential Questions**

- What does fossil teeth tell us about the family Equidae?
- How does The story of Fever 1793 connect to the concept of evolution?

**Domain 2, E44**

### Connecting Concepts

**How will you review yesterday’s content and connect today’s lesson to it?**

Continue to review/collect Cornell Notes/Summaries and concepts. Continue connecting/modelling.

**Organizing Students for Learning**

- Groups (3-4)
- Circles (inner/outer)
- Lab Stations (3-4)

**Domain 2, E7 or DQ3, E15**

### LEARNING EXPERIENCES, INSTRUCTION, AND RESOURCES

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

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<td>SHORT LECTURE ON THE MEANING OF EVOLUTIONARY TREES MODEL CLADES</td>
<td>SOCIALE SEMINAR ON ARTICLE LAB ELEMENT CHEWING ON CHANGE</td>
<td>LAB SUMMARY QUESTIONS SUMMARY WRITING</td>
<td>PUT IT ON THE CHANGING PHYLOGENETIC TREE TIE IN APPLICATION OF EVOLUTIONARY CONCEPTS TO PATHOGENS READ FEVER 1793</td>
<td>FROM READING OF FEVER 1793</td>
<td>BELL RINGERS EXIT TICKETS INTERACTIVE NOTE W/CORNELL NOTES SUMMARY</td>
<td>ABC Brainstorming KWL Anticipation Guide Card Sort Think-Pair-Share Motivational Hook Lecture Demonstration Note-taking Guide Inferential Questions Analytic Questions Philosophical Chairs Socia Seminars Graphic Organizers Picture Notes Flow Charts Concept Maps Mnemonics Graffit Reflective Journals Think Logs Exit Ticket (Student Learning) Quiz Journal Exit Ticket (for Content) Response Cards</td>
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**Homework**

- DQ3, E16
- READ FEVER 1793 WORKSHEETS RESEARCH

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

- Genetics
- Variation
- Environmental Pressures/Adaptations

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