UF CPET ACTION PLAN TEMPLATE

Date submitted: J U L Y  1 7 , 2 0 1 5

Teacher(s): Astley Reese

School(s): P A R M B E A C H L A K E S H I C O T T S C H E L L

Grade(s): 1 0 t h  R E G .

Subject(s): B I O L O G Y I

Title of Project: P o l y c y c l e t h r o u g h E v o l u t i o n

Goal of Project: S e t u p P o l y c y c l e t h r o u g h E v o l u t i o n

What will be done with my students:

I N F O R M  K N O W L E D G E  A N D  E X P E C T A T I O N S
O F  E V O L U T I O N .

R e p e t e d  l a b  s t a t i o n s:
W i t h  5  w a y s  t o  p o r e  e v o l u t i o n  e v e n t:

1. S k u l l s  s i z e / j a w  c o m p a r i s o n
2. O p p o s e d  T h e n e s  l a b  ( s h o r t e n e d )
3. P h y l o g e n e t i c  T r e e  ( s h o r t e n e d )
4. T e a c h e r - S t u d e n t  1 - 0 - 1

Benefit to my students:
L E A R N I N G

UF connection:
**SINGLE LESSON PLAN**

**Teacher:** A. Deese  
**Content Area/Grade:** 10th  
**Date:** July 17, 2015

<table>
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<tr>
<th>Objectives</th>
<th>Standards/Benchmarks</th>
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</table>
| **Unit Goal**  
What unit goal does this daily lesson address? | **Standard(s)/Benchmark(s)**  
What standard(s)/benchmark(s) does this daily lesson address? |
| **Evolution**  
- Evidence of Common Ancestry  
- Natural Selections  
- Biodiversity Adaptation  
- 5 ways proof that Evolution exists | **Domain 2, E44** |

**Domain:**

| Students will understand that...  
What should the students understand by the end of today's lesson? | Essential Questions  
What essential question(s) does this lesson address? |
| Theory of Evolution  
- Hominal Trends (size, size, brain size, tools, etc)  
- Theory vs Law  
- Scientific Method (Linneau, Lamarck, Darwin, Mendel) | "What evidence exists that different species are related?"  
"How and why do organisms interact with their environment, and what are the effects of these interactions?" |

| Connecting Concepts  
How will you review yesterday’s content and connect today’s lesson to it? | Organizing Students for Learning  
How will students be organized today for the lesson’s activities? |
| Student Review | Students will be placed in 3's. |

**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**  
Lecture with YouTube Clip  
Presentation of Evidence in Evolution | 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?

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