UF CPET ACTION PLAN TEMPLATE

Date submitted: 07/17/15

Teacher(s): TULLIND, JEFFREY M.

School(s): VILLAGE ACADEMY

Grade(s): 10

Subject(s): BIOLOGY

Title of Project: PRIMATE EVOLUTION (SKELETAL FEATURES OF PRIMATES)

Goal of Project: EXPLAIN AND GIVE EXAMPLES OF THE EVOLUTIONARY CHANGES THAT HAVE OCCURRED IN PRIMATES AND NOMINIDS.

What will be done with my students:
- 2-4 STUDENTS IN A GROUP, ROTATIONAL STATIONS
- DRAW A PHYLOGENETIC TREE OF FINDINGS.
- QUESTIONS ON THE TOPIC.
- QUICK QUIZ: 5 QUESTIONS

Benefit to my students: SCIENTIFIC VIEW OF EVOLUTION THROUGH THE PHYLOGENIC MODEL INSTEAD OF ORTHOGENIC MODEL. A DEEPER UNDERSTANDING OF THE PROCESS OF EVOLUTION.

UF connection:
- MARGARTIA'S HANDS ON ROTATIONAL LAB OF NOMINIDS.
- USE PICTURES W/EXPO PENS
**SINGLE LESSON PLAN**

**Teacher:** TALLINO, JEFFREY  
**Content Area/Grade:** BIOL 10th  
**Date:** 07/17/15

**Unit Name:** EVOLUTION AND HISTORY OF LIFE (SPECIAL FEATURES OF PRIMATES)

**Unit Goal**

What unit goal does this daily lesson address?

Students will be able to describe the major social contributions to the theory of evolution as well as understand how evolution explains the early and diversity of life

**Standard(s)/Benchmark(s)**

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

BE5.12.C.15.10  
Identify basic trends in human evolution from early ancestors 6 million years ago to modern humans including brain size, tool size, language and manufacture of tools

**Essential Questions**

What essential question(s) does this lesson address?

How does Primate Evolution explain the diversity of life?

**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?

2-4 GROUPS ROTATING STATIONS.

**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 |
| Explicit Instruction | 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  
Lab Activity |

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