

## MLK Jr. Early College Teacher Lesson Plan

**Teacher: Davis**

**Standard / Assessment Framework:**  
**State Standard 3**

5. the human body functions in terms of interacting organ systems composed of specialized structures that maintain or restore health (*for example: mechanisms involved in homeostasis [balance], such as feedback in the endocrine system*)

14. organisms are classified into a hierarchy of groups and subgroups based on similarities which reflect their evolutionary relationships

DPS Big Idea 1e. living things are diverse, but common properties unite most living systems.

Subject/Grade: APES 10th		Unit/ Essential Questions: How similar are humans to other organisms		Topic: Primates	Date: 9/1-2	Period: 2,3,5,6,7
<b>Objectives</b>	<b>Content Objectives:</b> SWBAT understand that humans share many characteristics with other animals but expression of those characteristics may be different  SWBAT understand what a testable question is.			<b>Language Objectives:</b> <b>Students will compare and contrast the size and shape of brain parts and related functions of several different organisms.</b>  <b>Students will design and carry out an investigation to seek answers to a testable question.</b>		
	<b>Connections</b>	<b>Materials (including Supplementary and Adapted):</b> Locks Tape Rulers Koosh balls Etc. IDD novice template Outcomes template copies		<b>Key Vocabulary:</b> (Strategies,Thinking Maps ) Manipulated variable Responding variable Evaluation Hypothesis Testable		<b>Matrix/College Connections:</b> ACT prep
<b>Higher Level Thinking and Avid Strategies:</b> Collaboration Peer evaluation inquiry		<b>Connections to Embedded Assessments and Depth of Knowledge:</b> <b>Application</b>		<b>Homework:</b>		

### Lesson Sequence

5 - 10 minutes	<b>In:</b>  Day one: Explain the theory of evolution as you know it. Day two: work in your group to decide how much time you will spend on each step in your methods in order to finish collection data by:____	
60-70 Minutes	<b>Thru:</b>  1. Allow students to share their answers 2. Open door for discussions one on one with students regarding their worries of the topic 3. Talk about misconceptions with students and the importance of identifying misconceptions and changing them based on info out there. 4. Explain what a primate it as and that the theory of evolution does not say that humans come from monkeys. Ask what is the connection between humans and monkeys? How are similar to primates, how are we different? 5. Show primate videos and have students write down observations and questions	Differentiation  Tic-Tac-Toe  Acceleration  Self-paced  Used advanced IDD

	<p>in a T-chart on IDD novice diagram</p> <ol style="list-style-type: none"> <li>6. Students should work in their science groups to choose a question they want to investigate further.</li> <li>7. Review testable questions with a clicker quiz.</li> <li>8. Show students materials available and have each group come up with a testable question, a hypothesis and a method for testing the hypothesis.</li> <li>9. Students can begin to collect data on day one.</li> </ol> <p>Day 2</p> <ol style="list-style-type: none"> <li>1. Complete collection of data and analysis questions</li> <li>2. Give students a time-point for finishing</li> <li>3. Collect IDD's and redistribute to another group. Each group needs to evaluate the IDD using rubric below.</li> </ol>	<p>Remediation</p> <p>Self evaluation based on peer evaluation</p>
5 Minutes	<p>Out:  Day one: Why did your group choose the question you did? Will the data you collect help answer the question?  Day two: What went well in your experiment? What will you do differently next time?</p>	

## Primates Exploring Primates

Names: \_\_\_\_\_ Peer Graders: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Peer Assessment:

#### Observations and Questions:

- \_\_\_ includes at least 6 observations and 6 questions
- \_\_\_ observations are detailed and avoid the obvious
- \_\_\_ no questions start with "Why"
- \_\_\_ questions could be answered in a scientific investigation

#### Hypothesis and Methods:

- \_\_\_ hypothesis is a prediction
- \_\_\_ hypothesis directly answers the question
- \_\_\_ methods section is detailed enough that you understand exactly what the researchers did
- \_\_\_ methods are repeatable (you could do exactly what the researchers did without them being there to tell you what to do)

#### Evidence Collected, Conclusions and Future Directions:

- \_\_\_ all questions are answered in detail
- \_\_\_ evidence collected relates to the hypothesis
- \_\_\_ conclusion explains if the data supports the hypothesis
- \_\_\_ future directions are related to the information already gathered and show thought

#### Total:

\_\_\_/12

Comments:



