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STANFORD JUNIOR UNIVERSITY  
Secondary Science Planning Commentary

Subject: Science  
Course: Grade 8  
Unit: Evolution  
Lesson: 1

Lesson Objectives  
Students will be able to...

Standards Addressed  
Next Generation Science Standards (NGSS):  
MS-LS-4-1: Understand the role of natural selection in the evolution of populations.  
MS-LS-4-2: Understand the role of genetic variation in the evolution of populations.  
MS-LS-4-3: Understand the role of environmental factors in the evolution of populations.

Assessment Strategies  
Formative: Exit tickets, class discussion, peer review.  
Summative: Unit test, project presentation.

Resources  
Textbook: Biology, 2nd Edition, Pearson Education.  
Videos: "The Making of the Fittest: Natural Selection" (PBS).

TASK 1: PLANNING COMMENTARY

Respond to the prompts below (no more than 9 single-spaced pages, including prompts) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the central focus and purpose for the content you will teach in the learning segment.

[ Students will be learning about evolution and types of science that rely on evolution to explain their observations. Students will learn the process by which evolution takes place, as well as related ideas regarding the Nature of Science. ]

- b. Given the central focus, describe how the standards and learning objectives within your learning segment address the use of science concepts and the ability to apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon.

[ The standards and learning objectives within my learning segment address the use of science concepts and the ability to apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon by stating when students will use inquiry, analyzing observations or data, evaluating evidence and using reasoning skills to develop their understanding of the content and related ideas regarding the Nature of Science. ]

- c. Explain how your plans build on each other to help students understand relationships between scientific concepts, scientific practices, and the phenomenon in the learning segment.

[ As each new concept is introduced, students will have opportunities to tie what they are learning to content learned in previous lessons and units. These primarily come in the form of critical thinking questions to be discussed in partners and as a class. Some of them are found on related worksheets, and some on exit tickets. Ties are also drawn to scientific practices through the article students read about Darwin, and discussions surrounding the study of fossils and the classification of the species. ]

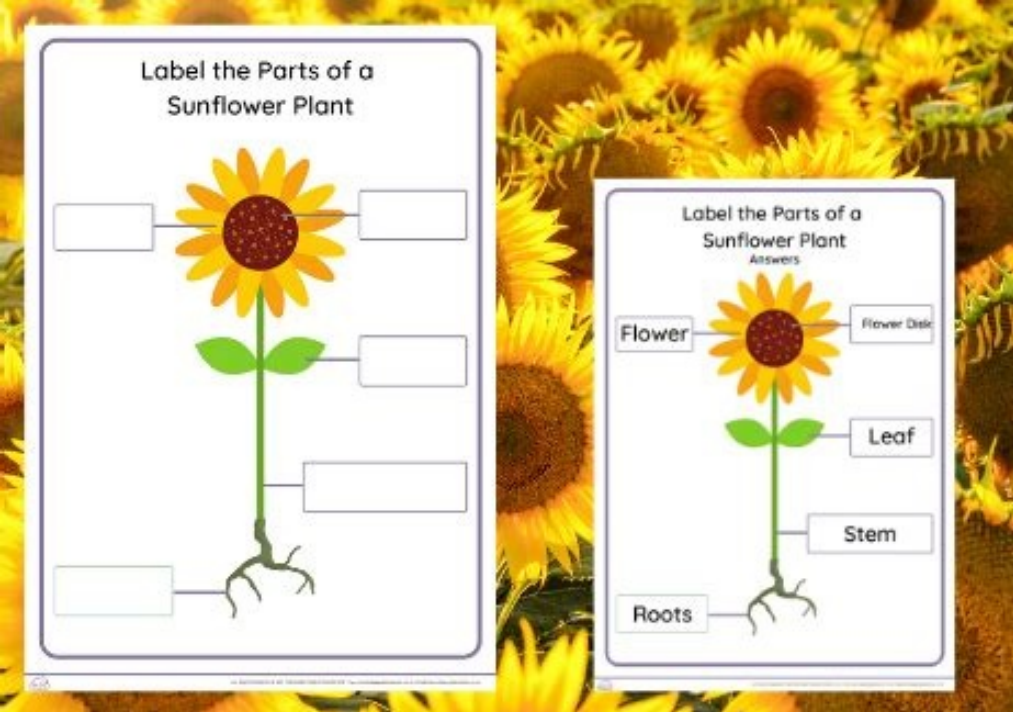
2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a-b), describe what you know about **your** students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior learning, prerequisite skills, and understanding of the nature of science related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[ Students have just gone through units on genetics, heredity, DNA, protein synthesis, and real-life applications in personal genetics. Students have shown their understanding in these areas by completing two tests and and a student-led lesson over personal genetics. Many students are still making connections in all of these areas. All of these are related to concepts of evolution. Students have had some experience with critical thinking skills and the nature of science, but they will be challenged to a higher level in the lesson segment. Therefore, scaffolding will be built into the lesson, especially considering the student who has an IEP. ]





<b>LESSON TITLE:</b> Chapter 5 Section 1: Probability Distribution	<b>SUBJECT AREA:</b> Applied Statistics
<b>GRADE LEVEL:</b> 12 <sup>th</sup> Grade	<b>TIME ALLOCATION:</b> 50 Minutes
<b>OBJECTIVES</b> (with active verbs): Construct a probability distribution for a random variable.	
<b>OHIO STANDARDS:</b> <u>CCSS Math Content HSS.MD.A.1</u> Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	
<b>BIG IDEA(S):</b>	
<b>GROUPING OF STUDENTS &amp; RATIONALE</b>  During the lesson the students will be involved in small group discussion and well as whole class discussion.	<b>PRIOR KNOWLEDGE NEEDED</b> (THIS CAN BE FORMATIVE ASSESSMENT):  In the previous chapters, the students have become familiar with probability and the equations used with them. They are now comfortable with the abbreviated symbols used in the different probability equations and know when to use certain equations based on the word problem. This knowledge is essential for the upcoming sections of this chapter.
<b>MATERIALS:</b>	<b>STUDENT PROFILE</b> (identify special characteristics of students relative to lesson)
<ul style="list-style-type: none"> <li>• Guided Worksheet</li> <li>• SmartBoard</li> <li>• Calculator</li> <li>• Pencil/Pen</li> </ul>	This Statistics class consists of a diverse group of twelfth grade students. The students in this class live in an urban environment, which must be taken into consideration when planning. Urban students are surrounded by many distractions in their lives, so it is important as the educator that we reduce off-topic discussion and require the students to be actively involved.
<b>IDENTIFY ACADEMIC &amp; RELATED CONTENT LANGUAGE:</b>	<b>MODIFICATIONS TO MEET INDIVIDUAL STUDENT NEEDS:</b>
<ul style="list-style-type: none"> <li>• Probability</li> <li>• Sample Space</li> <li>• Probability Distribution</li> <li>• Random Variable</li> <li>• Discrete Probability Distribution</li> </ul>	Modification 1: Two students have IEP's and will be permitted to work on any assignments/home works/quizzes/or tests in their assigned intervention specialist's room whenever the need be.
	Modification 2: They will also be given the opportunity to not have the Greek symbols on their assignments and tests. Instead they will be the written explanation of the symbol.

Edtpa context for learning special education example. Edtpa context for learning template.

[illegible]



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