

APPRENTICE TEACHER: JORDAN FLORES

AGENDAS FOR THE WEEK OF: 10/20-10-24

ROOM NUMBER: A101

ANATOMY AND PHYSIOLOGY

DATE: 10/20 MONDAY B DAY	DATE: 10/21 TUESDAY A DAY	DATE: 10/22 WEDNESDAY B DAY	DATE: 10/23 THURSDAY A DAY	DATE: 10/24 FRIDAY B DAY
Objective(s): SWBAT apply their knowledge of the divisions of the nervous system to create visual representations that demonstrate structure and function. Engage: Quick warm-up: Students answer a few short review questions on the divisions of the nervous system to refocus. Explore: Students work in groups to complete their posters, using their notes and class materials as references. Explain: Each group shares their progress and explains their choices for how they represented each division. Classmates provide feedback or ask clarifying questions to refine understanding. Elaborate: Groups revise and finalize their posters based on peer feedback and teacher guidance. Evaluate and Summary: Gallery walk or quick group presentations to showcase completed posters. Informal checks for accuracy and understanding.	Objective(s): SWBAT identify and describe the different cell types and tissues that make up the nervous system. Engage: Students examine a labeled diagram of the nervous system and brainstorm what types of cells and tissues might be needed to support its functions. Explore: Students work in pairs to analyze images and short texts about neurons, neuroglia, meninges, bone, and blood vessels, categorizing each as a cell or tissue and noting its function. Explain: Pairs share their categorizations with the class. The teacher facilitates as students construct a class chart of nervous system cells and tissues, explaining their reasoning. Elaborate: Students complete a quick “cell/tissue scavenger hunt” using diagrams or models placed around the room to apply what they’ve learned. Evaluate and Summary: Short exit ticket asking students to identify and describe one cell type and one tissue type in the nervous system. Technology/Resources Needed: Nervous system diagrams/images Printed station materials or models Exit tickets	Objective(s): SWBAT describe the structure of a neuron and differentiate between types of neurons based on structure and function. Engage: Students examine a diagram of a neuron and label as many parts as they can from prior knowledge or logical inference. Explore: Pairs rotate through stations showing different neuron diagrams, models, or short texts describing types (e.g., sensory, motor, interneurons), identifying patterns and differences. Explain: Students share their findings, and the class works together to construct a labeled neuron diagram and classification chart of neuron types. Elaborate: Students work in small groups to apply their knowledge by matching neuron descriptions to their correct types and explaining their reasoning. Evaluate and Summary: Short formative check (e.g., labeling task, mini quiz, or verbal exit	Objective(s): SWBAT outline and plan a research project on the nervous system divisions, including organizing roles, identifying sources, and drafting research questions. Engage: Warm-up: Quick review discussion of project goals and expectations. Explore: Students work to brainstorm research questions and outline their projects. Explain: Individuals share their project plans with the class or another student, explaining their approach. Classmates offer feedback or suggestions. Elaborate: Students refine their outlines and begin researching, gathering sources to support their work. Evaluate and Summary: Teacher checks outlines for completeness and provides feedback. Technology/Resources Needed: Project guidelines and rubric Research materials (devices, textbooks)	

Technology/Resources Needed: Poster paper and art supplies Notes or reference materials Projector for warm-up questions		prompt) to assess understanding of neuron structure and types. Technology/Resources Needed: Neuron diagrams and models Station materials Exit ticket or labeling sheet	Project planning templates
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BIOLOGY

DATE: 10/20 MONDAY B DAY	DATE: 10/21 TUESDAY A DAY	DATE: 10/22 WEDNESDAY B DAY	DATE: 10/23 THURSDAY A DAY	DATE: 10/24 FRIDAY B DAY
Objective(s): SWBAT describe the steps of the lytic and lysogenic virus life cycles and explain how viruses affect living organisms. Engage: Students complete a warm-up describing a time they were sick, share with a partner, and then discuss as a class to connect viruses to their personal experiences. Explore: Students examine a diagram of the lytic and lysogenic cycles in pairs and identify what they think is happening at each step. Explain: Groups share their interpretations of the cycle steps with the class. The teacher facilitates by asking probing questions and guiding the class to construct an accurate explanation of the two life cycles. Elaborate: Students sequence unlabeled cycle diagrams or match steps to definitions to deepen understanding. Evaluate and Summary: Exit ticket: Students write a short response comparing lytic and lysogenic cycles. Brief class share-out to reinforce learning.	Objective(s): SWBAT compare lytic and lysogenic cycles and distinguish between prokaryotic and eukaryotic cells. Engage: Warm-up: students describe a time they were sick to connect to viruses, followed by a short discussion on how viruses impact living things. Explore: Students work in pairs to examine a virus life cycle diagram and generate their own explanation of the process. Explain: Pairs share their interpretations. The class builds a collective explanation of the lytic and lysogenic cycles through student reasoning, with the teacher prompting and clarifying as needed. Elaborate: Transition to cell types: students observe images of prokaryotic and eukaryotic cells and list visible differences. They share observations, and the class creates a student-generated comparison chart. Evaluate and Summary: Quick formative check on viruses and cell types (e.g., short quiz, thumbs up/down, or mini whiteboard responses). Technology/Resources Needed:	Objective(s): SWBAT differentiate between prokaryotic and eukaryotic cells and apply this understanding to bacteria. SWBAT design and set up a bacterial growth experiment. Engage: Warm-up: Students examine two unlabeled cell diagrams (one prokaryotic, one eukaryotic) and jot down differences they notice. Explore: Students work in pairs to analyze the diagrams more closely and make inferences about which cell might belong to bacteria. Explain: Pairs share their observations. The class compiles a student-generated list of differences between prokaryotic and eukaryotic cells and connects these characteristics to bacteria through discussion. Elaborate: Students conduct the bacteria lab: swab random surfaces, plate samples on agar dishes, and label for observation. Evaluate and Summary: Students write predictions about bacterial growth and explain why bacteria are classified as prokaryotic.	Objective(s): SWBAT apply knowledge of prokaryotic cells to bacterial growth and demonstrate understanding of characteristics of life and viruses through a quiz. Engage: Warm-up: Students predict which locations in the classroom might have the most bacterial growth and why. Explore: Students set up or check their bacteria plates (if already set up), make initial observations, and record them. Explain: Students share their observations and reasoning about what they expect to grow and why. The class discusses bacterial structure and its connection to prokaryotic cell features, guided by student explanations. Elaborate: Students connect their experiment to broader ideas about bacteria as living organisms and prokaryotic cells. Evaluate and Summary: Students complete a quiz covering characteristics of life and viruses. Technology/Resources Needed: Petri dishes Slides or diagrams	Objective(s): SWBAT demonstrate understanding of the characteristics of life. Engage: Short warm-up review to focus students for the quiz (e.g., quick discussion, short review questions). Explore: N/A (short class period). Explain: Pairs briefly discuss any last-minute questions with each other before the quiz. Teacher listens and clarifies key misconceptions as needed. Elaborate: N/A. Evaluate and Summary: Students take quiz over characteristics of life. Wrap up with lab reminders or next steps. Technology/Resources Needed: Quiz (paper or digital) Projector/slides for warm-up

Technology/Resources Needed: Projector/slides Virus life cycle diagrams Student notes (fill-in) Exit ticket (paper or Google Form)	Projector/slides Virus diagrams Cell images Mini quiz or response tools	Technology/Resources Needed: Cell diagrams Petri dishes with agar Swabs, labels, safety equipment Projector/slides for visuals	Quiz (paper or digital)	
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