

APPRENTICE TEACHER: JORDAN FLORES

AGENDAS FOR THE WEEK OF: 11/3-11/7

ROOM NUMBER: A101

BIOLOGY

DATE: 11/3 MONDAY B DAY	DATE: 11/4 TUESDAY A DAY	DATE: 11/5 WEDNESDAY B DAY	DATE: 11/6 THURSDAY A DAY	DATE: 11/7 FRIDAY B DAY
Objective(s): SWBAT review bacterial cell structure, identify key organelles in eukaryotic cells, and explain how organelles contribute to basic cell functions. Engage Students complete a quick 5-minute warm-up sorting images or terms into “bacteria” vs. “eukaryotic cells,” then discuss what makes eukaryotes more complex. Explore Students rotate through 4 short exploratory stations (models, diagrams, videos, or microscope slides) introducing organelles like the nucleus, mitochondria, and chloroplast. Explain The teacher facilitates a guided discussion clarifying each organelle’s structure and function, using an analogy (e.g., “cell city”) and comparing to bacterial simplicity. Elaborate Students begin a mini-project in small groups, choosing one organelle to research more deeply and plan how to visually represent its role (poster, slide, or infographic). Evaluate and Summary Exit ticket: “One organelle I learned about today and one way it helps the cell survive.” Teacher checks for understanding to plan Day 2 focus. Technology/Resources Needed Projector or digital slides, microscopes or cell images, online cell simulation (BioMan Biology or CellCraft), station materials, and exit ticket forms.		Objective(s): SWBAT describe the structure and function of major organelles, explain how organelles work together to maintain cell function, and teach peers about their assigned organelles. Engage Review Day 1 concepts with a quick “Name That Organelle” card sort game to re-energize and assess recall. Explore Groups finalize their mini-projects, researching their chosen organelle in more detail and connecting it to related processes (e.g., energy, transport, protein synthesis). Explain Each group presents their organelle during a gallery walk, while classmates take notes and complete a “cell organelle chart” summarizing all structures. Elaborate Class discusses how the organelles work together to support life functions (e.g., the nucleus directs protein synthesis that the ribosomes and ER carry out). Evaluate and Summary Students complete a short reflection or quiz matching organelles to functions and explaining how they interconnect to keep the cell alive. Technology/Resources Needed Chromebooks/tablets, chart paper or Google Slides for mini-projects, gallery walk note sheet, projector for debrief, and quiz/reflection form		Objective(s): SWBAT improve test-taking strategies and demonstrate understanding through small-group reteach and reflection. Engage: Discuss common testing challenges and introduce strategies to reduce mistakes. Explore: Students analyze their test results and identify patterns or areas of struggle. Explain: Students share which questions or topics were hardest and how they approached them, leading small group discussions before teacher reteach. Elaborate: Practice applying test strategies to a few sample questions. Evaluate and Summary: Exit slip: “What strategy will you use next time?” Technology/Resources Needed: Copies of tests, reflection sheets, Chromebooks (optional).

ANATOMY AND PHYSIOLOGY

DATE: 11/3 MONDAY B DAY	DATE: 11/4 TUESDAY A DAY	DATE: 11/5 WEDNESDAY B DAY	DATE: 11/6 THURSDAY A DAY	DATE: 11/7 FRIDAY B DAY
Objective(s): SWBAT Identify and describe the five major senses and explain how sensory receptors detect and transmit information to the brain. Engage Start with a quick “Mystery Senses Challenge”: students close their eyes while you pass around mystery scents or textured objects for them to identify. Discuss: Which senses helped you? What clues did you rely on? Explore Students rotate through Sense Stations: 1. Sight: Optical illusions and depth perception tests 2. Hearing: Sound localization with blindfolds 3. Taste: Taste test with nose open vs. closed 4. Touch: Identify objects by feel only 5. Smell: Match scents to familiar items Explain Debrief as a class. Discuss how sensory receptors and the nervous system communicate. Introduce key structures (retina, cochlea, taste buds, olfactory bulb, mechanoreceptors). Show brief labeled diagrams or animations. Elaborate Students choose one sense and illustrate a short flowchart showing the pathway from sensory receptor → brain region. Evaluate and Summary Exit ticket: “Which sense surprised you the most today, and why?” Technology/Resources Needed Projector or smartboard, printed station instructions, sound clips, optical illusion slides, safe scents, small food samples, textured materials, blindfolds		Objective(s): SWBAT Explain how the brain integrates information from multiple senses and describe examples of sensory adaptation and interaction. Engage Play a short video of a multisensory illusion (e.g., McGurk effect or Rubber Hand illusion). Ask: What’s happening between your senses and your brain? Explore In pairs, students perform mini-labs/demos such as: 1. Sensory adaptation (e.g., placing one hand in warm water, one in cold, then both in lukewarm) 2. Multisensory perception (taste jellybeans while holding nose) 3. Visual vs. auditory cues (watching someone mouth words vs. hearing different audio) Explain Discuss class results and connect them to sensory processing, adaptation, and integration. Brief mini-lecture on the role of the thalamus and sensory cortex. Elaborate Students design a short experiment or classroom demonstration illustrating one sensory phenomenon (teacher-approved). Groups briefly share their ideas. Evaluate and Summary Reflection or exit slip: “Describe one example of how your senses interact or adapt in daily life.” Technology/Resources Needed Projector/speakers for illusion videos, basic lab materials (water containers, jellybeans, cups, blindfolds), Student devices or paper for designing experiments		Objective(s): SWBAT Apply knowledge of sensory anatomy and physiology to design and present a model or tool that simulates or enhances one of the human senses. Engage (5 min) Show a short clip or image of a sensory prosthetic (e.g., cochlear implant, bionic eye). Ask: <i>How does technology mimic what our body’s senses already do?</i> Explore In small groups, students brainstorm and sketch a design for a device that: Recreates or enhances one of the five senses OR Helps people with a sensory impairment. They should label which structures or receptors their device mimics and briefly describe the physiology behind it. Explain Groups prepare a quick 1-minute explanation of the sensory system they focused on and how their design aligns with its anatomy/function. Elaborate Groups share their idea “pitch style.” Encourage creativity and scientific accuracy. Evaluate and Summary Class discussion or exit slip: “What sensory system did you design for, and

		what real-world problem could it solve?” Technology/Resources Needed Paper, markers, optional modeling materials (pipe cleaners, clay, cardboard), Short video or slides of sensory prosthetics, Timer or slide for countdown during group pitches
--	--	--