Planbook Calendar Weekly Report

Timothy Guilfoyle
9/19/2016 to 9/25/2016
Planbooks Included: Microbiology, AP Biology, AP Biology

Monday September 19	Tuesday September 20	Wednesday September 21	Thursday September 22	Friday September 23
Evolution Day 2 7:15 AM - 8:45 AM **AP Biology** **Big Ideas** Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life **Goal/Objective** LO 1.2 - Evaluate evidence provided by data to qualitatively and quantitatively investigate the role of natural selection in evolution LO 1.3 - Apply mathematical methods to data from a real or simulated population to predict what will happen to the population in the future LO 1.4 - Evaluate data based evidence that describes evolutionary changes in the genetic makeup of a population over time LO 1.5 - Connect evolutionary changes in a papulation over time to a change in the environment **Enduring Understanding**	**Evolution Day 3** 7:15 AM - 8:45 AM **AP Biology** **Big Ideas** Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life **Goal/Objective** LO 1.2 - Evaluate evidence provided by data to qualitatively and quantitatively investigate the role of natural selection in evolution LO 1.3 - Apply mathematical methods to data from a real or simulated population to predict what will happen to the population in the future LO 1.4 - Evaluate data based evidence that describes evolutionary changes in the genetic makeup of a population over time LO 1.5 - Connect evolutionary changes in a papulation over time to a change in the environment **Enduring Understanding**	**Evolution Day 4** 7:15 AM - 8:45 AM **AP Biology** **Big Ideas** Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life **Goal/Objective** LO 1.2 - Evaluate evidence provided by data to qualitatively and quantitatively investigate the role of natural selection in evolution LO 1.3 - Apply mathematical methods to data from a real or simulated population to predict what will happen to the population in the future LO 1.4 - Evaluate data based evidence that describes evolutionary changes in the genetic makeup of a population over time LO 1.5 - Connect evolutionary changes in a papulation over time to a change in the environment **Enduring Understanding**	**Evolution Day 5** 7:15 AM - 8:45 AM **AP Biology** **Big Ideas** Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life **Goal/Objective** LO 1.2 - Evaluate evidence provided by data to qualitatively and quantitatively investigate the role of natural selection in evolution LO 1.3 - Apply mathematical methods to data from a real or simulated population to predict what will happen to the population in the future LO 1.4 - Evaluate data based evidence that describes evolutionary changes in the genetic makeup of a population over time LO 1.5 - Connect evolutionary changes in a papulation over time to a change in the environment **Enduring Understanding**	**Evolution Day 6** 7:15 AM - 8:45 AM **AP Biology** **Big Ideas** Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life **Goal/Objective** LO 1.2 - Evaluate evidence provided by data to qualitatively and quantitatively investigate the role of natural selection in evolution LO 1.3 - Apply mathematical methods to data from a real or simulated population to predict what will happen to the population in the future LO 1.4 - Evaluate data based evidence that describes evolutionary changes in the genetic makeup of a population over time LO 1.5 - Connect evolutionary changes in a papulation over time to a change in the environment **Enduring Understanding**

Created on: 9/20/2016

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Use Todaysmeet - How many mechanisms or processes used as evidence for evolution can you name?

Teacher Input/Guided Practice

Evidence for Evolution - Fossil Record

Student Activities

Practice Paleontology; Journal Abstract

Assessment

How accurate is your description; Group rubric

Evolution Day 2

11:05 AM - 12:55 PM

AP Biology

Big Ideas

Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life

Goal/Objective

Missing Links and Found Links

Teacher Input/Guided Practice

More evidence for Evolution - Lamarck vs Darwin

Student Activities

Let's Squash those Misconceptions

Assessment

Let's Squash those Misconceptions explanations

Evolution Day 3

11:05 AM - 12:55 PM

AP Biology

Big Ideas

Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life

Goal/Objective

Mini DBQ - Natural Selection

Teacher Input/Guided Practice

Review Darwin

Student Activities

Human Variation Lab (share data in Googledrive)

Assessment

Individual Lab Group Discussions

Evolution Day 4

11:05 AM - 12:55 PM

AP Biology

Big Ideas

Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life

Goal/Objective

Evolution Quick Quiz Kahoot

Teacher Input/Guided Practice

Modes of Evolution

Student Activities

Finish Variation Lab

Assessment

Modes of Selection Mini DBQ; Individual Lab Group Discussions

Evolution Day 5

11:05 AM - 12:55 PM

AP Biology

Big Ideas

Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life

Goal/Objective

Darwin Fill In The Blank

Teacher Input/Guided Practice

Natural Selection in Action

Student Activities

Peppered Moth Mini DBQ

Assessment

Darwin Quest

Evolution Day 6

11:05 AM - 12:55 PM

AP Biology

Big Ideas

Big Idea 1 – Evolution: The process of evolution drives the diversity and unity of life

Goal/Objective

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Student Activities

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Assessment

How accurate is your description; Group rubric

Culturing Bacteria

12:30 PM - 2:15 PM

Microbiology

Big Ideas

Missing Links and Found Links

Teacher Input/Guided Practice

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Student Activities

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Assessment

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Culturing Bacteria and BSL

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Microbiology

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Microbiology

Big Ideas

Darwin Fill In The Blank

Teacher Input/Guided Practice

Natural Selection in Action

Student Activities

Peppered Moth Mini DBQ

Assessment

Darwin Quest

Culturing Bacteria and BSL Cont

12:30 PM - 2:15 PM

Microbiology

Big Ideas

MicroS.1 - Conduct laboratory experimentation using safe, appropriate, ethical practices with the basic laboratory techniques and tools of microbiology. MicroS.2 - Understand and demonstrate proper handing and use of laboratory materials while undertaking a laboratory investigation. MicroS.3 - Dispose of any waste and unused materials using proper laboratory and environmentally sound techniques for removal. MicroS.4 - Define laboratory procedures and performing laboratory set-up with proper materials and equipment. MicroS.5 - Use technologies as tools in conducting investigations, e.g. microscopes, computer, calculator.

Goal/Objective

Objective 3 - Students investigate and analyze the growth and culture of bacteria. Students will develop the ability to work both independently and with others in the laboratory and draw appropriate conclusions from laboratory results. The student will: Micro3.1 - Culture bacteria in the laboratory Micro3.3 - Describe a culture using microbial terminology Micro3.4 - Label a streak plate properly with initials,

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date, inoculum, incubation temp, and agar type. Objective 4 - Students develop the basic knowledge of bacteria types, anatomy and classification as well as investigate specific examples of and explain the chemical basis for biochemical tests to identify bacteria. The student will: Micro4.1 - Differentiate between Gram negative and Gram positive cell walls. Micro4.2 - Correctly prepare a Gram stain and use the microscope identify the Gram reaction, cell shape, and cell arrangement. Micro4.3 - Define and explain gram staining. Micro4.4 - Differentiate and describe bacteria based on their cell shape and groupings. Micro4.5 - Describe binomial nomenclature, use it correctly and relate it to bacterial names. Micro4.6 - Describe a simple staining procedure. Objective 8 - Students will analyze historical and modern day uses of bioterrorism and the methods to contain and study microorganisms based on the BSL categories. Micro8.1 - Identify and describe the four BSL categories

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Catalyst

Planbook Calendar Weekly Report

Timothy Guilfoyle
9/19/2016 to 9/25/2016
Planbooks Included: Microbiology, AP Biology, AP Biology

Microbe Hunter of the Day **Teacher Input/Guided Practice** Daily Announcements; Bio Safety Levels (Tour of a Micro Lab) **Student Activities** Continue Skills Assessments; Gram Staining; Bacterial Culturing Lab **Assessment** Skills assessment; Microscopy Re-Loop	Microbe Hunter of the Day **Teacher Input/Guided Practice** Announcements; BSL 1 **Student Activities** Continue Skills Assessments; Gram Staining; Bacterial Culturing Lab; Handwashing Lab **Assessment** Skills assessment; Microscopy Re-Loop	Microbe Hunter of the Day **Teacher Input/Guided Practice** Announcements; BSL 2 **Student Activities** Continue Skills Assessments; Gram Staining; Bacterial Culturing Lab; Handwashing Lab **Assessment** Skills assessment; Morphology Quest	Microbe Hunter of the Day **Teacher Input/Guided Practice** Announcements; BSL 3 **Student Activities** Continue Skills Assessments; Gram Staining; Bacterial Culturing Lab; Handwashing Lab **Assessment** Skills assessment; Gram Stain Morphology Quest	Microbe Hunter of the Day **Teacher Input/Guided Practice** Announcements; BSL 4 **Student Activities** Continue Skills Assessments; Gram Staining; Bacterial Culturing Lab; Handwashing Lab **Assessment** Skills assessment; Colony Morphology Quest

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