

The students will have approximately 10 days to complete their final research presentations. For each student the presentation will consist of a poster. The poster will have specific directions from the class, both written and visual. Students will need to first read the presentation directions carefully and note any additions and points that they may wish to include in their poster. My experience with students had not always been a positive one. Some of them did not have a good understanding of biology. Others had trouble with the concepts in my class. After teaching this class I realized that I had a few misconceptions about the course and the students.

Although many of my students were reluctant to approach me after each class, I found that many students approached me about questions and fears that they had. I was able to address a few of their concerns and to answer any questions that they might have. My teaching goal in this course is to make biology interesting and relevant so that they see the relationship between the organisms they see around them and themselves as a unit. Understanding the earth as a living system, studying the history of human development as well as the history of the planet allows students to understand the mechanisms of life. I wanted to create a unique class that would allow my students to see the connections between the ideas in our course and the natural environment. I was able to do this by studying the Mesoamerican culture and using that as my vehicle. The connection my students have to their home country and their culture will help them connect to class material more readily. My students will not only be better prepared to assimilate information after the course, but they will also be more effective in the future. When I designed this class I wanted to create an environment where my students could not only learn more about their world, but feel more ownership for it as well.

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As the teacher, you will want to have the students present their graphs to the class. They will prepare for their presentations by writing down their graphs and word problems on the whiteboard or chart paper. Students will be given a few minutes to present their graphs to the class. Using the information they gained from the pre-reading of the chapters, they will explain to the class the data and interpretation of their graphs and word problems. Students will be able to go over their graphs and word problems with the class over and over again until they are confident with their math and written explanations. The students will practice on their own beforehand so that they are ready when they present their work to the class. They will present their graphs and word problems in a group setting for a few different presentations on how they created the data, what they were trying to learn, how they created the graphs and what the graphs meant. The objective of this activity is to show that physical forces and plant/animal interactions cause growth. The students will learn about plant/animal interactions, the food chain, energy relationships and plants/animal interactions. They will be able to draw a number of simple food chains and predict the appropriate diet for each food chain. Students will learn the energy relationships between the food chains by making the following chains. 1) The Energy Chain: The first food chain will be based on the sun's energy. The bacteria in the ground, living things underground and anything that stays in contact with the sun all get energy from the sun. The original energy chain begins with an "A" base. 2) The Carbs: The second chain will be based on carbohydrates, as they are the main energy source for animals. 3) The Proteins: The third chain will be based on the amount of proteins required for an animal to grow. This should be listed on the student as "GROW" if they are growing with the addition of the food. 4) The Fats: The last energy chain will be based on the amount of fat an animal needs. 5) The Minerals: The minerals are necessary for animal growth. 6) The Water: The water is used by all animals. 7) The Nourishment: The nourishment causes the food to have value. 8) The Carrots: The carrots causes the food to be tasty. 9) The Meat: The meat is useful, a good source of energy. 10) The Grains: The grains are good for the stomach. Students should make their own chain to show all the other parts of an animal. All the other chains are important and part of the food chain. 5ec8ef588b

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