

P4 Bell Work: Our fourth Hurricane Habit is “**We Serve**” We live to give. Have students write down ways that they can serve others in the following areas:

- Classroom
- Hallway
- Café
- Bus

# Bell Schedule

Warning Bell	9:20
1st Period	9:25-10:17
	change 10:17-10:22
2nd Period	10:22-11:22
Announcements	11:14-11:22
	change 11:22-11:27
3rd Period	11:27-12:49
A lunch	11:27-11:57
B lunch	12:19-12:49
	change 12:49-12:54
4th Period	12:54-1:46
	change 1:46-1:51
5th Period	1:51-2:43
	change 2:43-2:48
6th Period	2:48-3:40

## 6 Period Day



## Block Day



Warning Bell	9:20
1st/2nd Per	9:25-11:05
Announcements	11:05-11:12
	change 11:12-11:17
3rd/4th Per	11:17-1:23
A lunch	11:17-11:43
B lunch	12:57-1:23
	change 1:23-1:28
Club/Cane	1:28-1:55
Make-up Period	
	change 1:55-2:00
5th/6th Per	2:00-3:40

Dates for Block: 8/17-18; 8/31-9/1; 9/14-15; 9/28-29; 10/12-13; 10/26-27;  
11/9-10; 11/30-12/1; 12/14-15; 1/11-12; 1/25-26; 2/8-9; 2/22-23; 3/8-9;  
3/29-30; 4/5-6; 4/12-13; 4/26-27; 5/10-11

## Early Release



Warning Bell	9:20
1st/2nd Per	9:25-10:34
Announcements	10:34-10:42
	change 10:42-10:47
3rd/4th Per	10:47-11:56
	change 11:56-12:01
5th/6th Per	12:01-1:40
A lunch	12:01-12:31
B lunch	12:36-1:06



Essential Question:

How will I contribute to the Lake Weir High School community in a positive way?

What to expect from  
Biology Class?

What is expected of you?

# Materials



# Materials

**Materials must be brought to class on a daily basis!**

## **Daily tools:Daily tools:**

- **Pencil**
- **Pen**
- **Composition Notebook**

## **Personal tools:**

- **Positive attitude**
  - **Open mind**
  - **Work Ethic**
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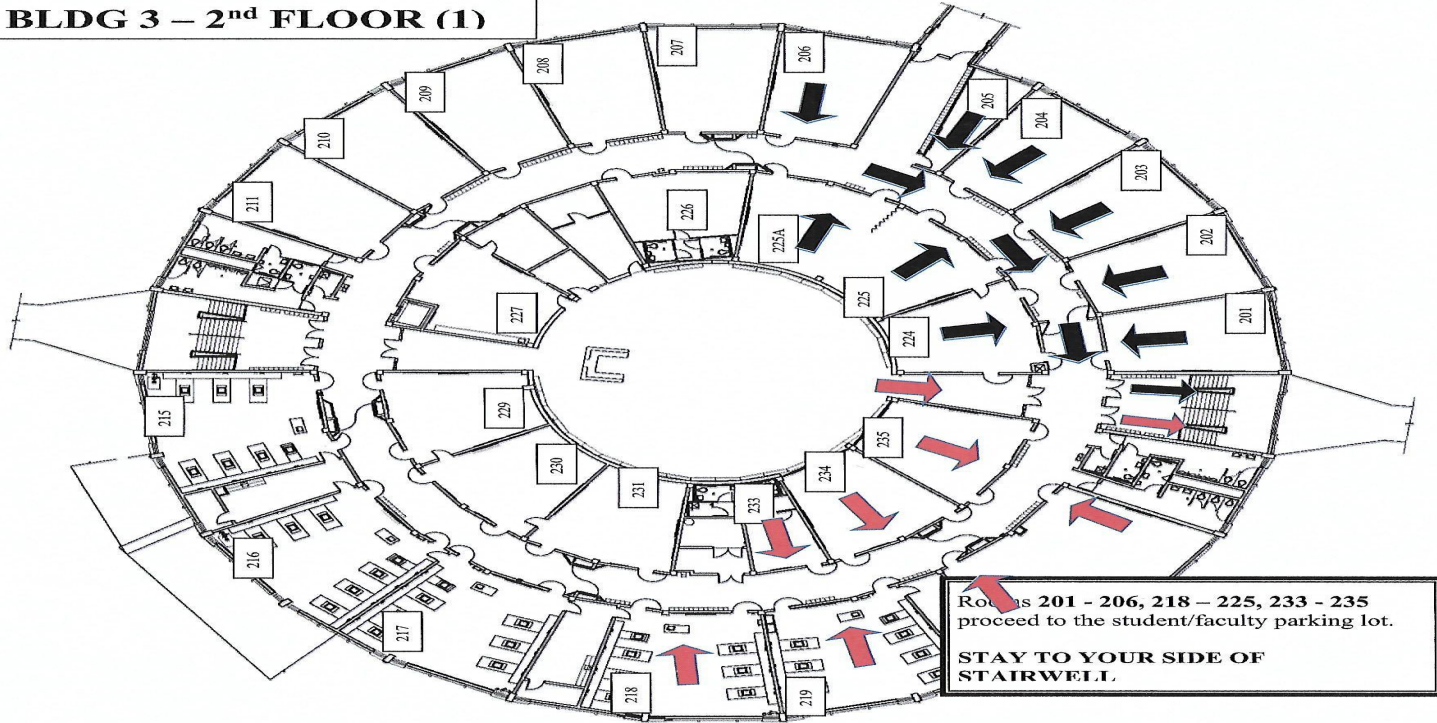
# Lake Weir High School Procedures

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# FIRE AND EVACUATION ROUTE

**BLDG 3 – 2<sup>nd</sup> FLOOR (1)**



- **Sign-Out Procedures**
- **Tardy Log**
- **Dismissal Procedure**
- **Common Boards**
- **Class Webpage**

# BIOLOGY CLASS Procedure

1. Timely class attendance.
2. Bring your materials.
3. Copy Common Board
4. Complete daily warm up prompt journal assignment.
5. Be ready to discuss homework and engage in active learning
6. Ask questions to further understanding
7. Complete classroom tasks/labs.
8. Answer questions related to the objective using critical thinking skills



# Hypothesis



What do you expect to happen upon completion of this course?

What does Ms. Santana  
expect from you?

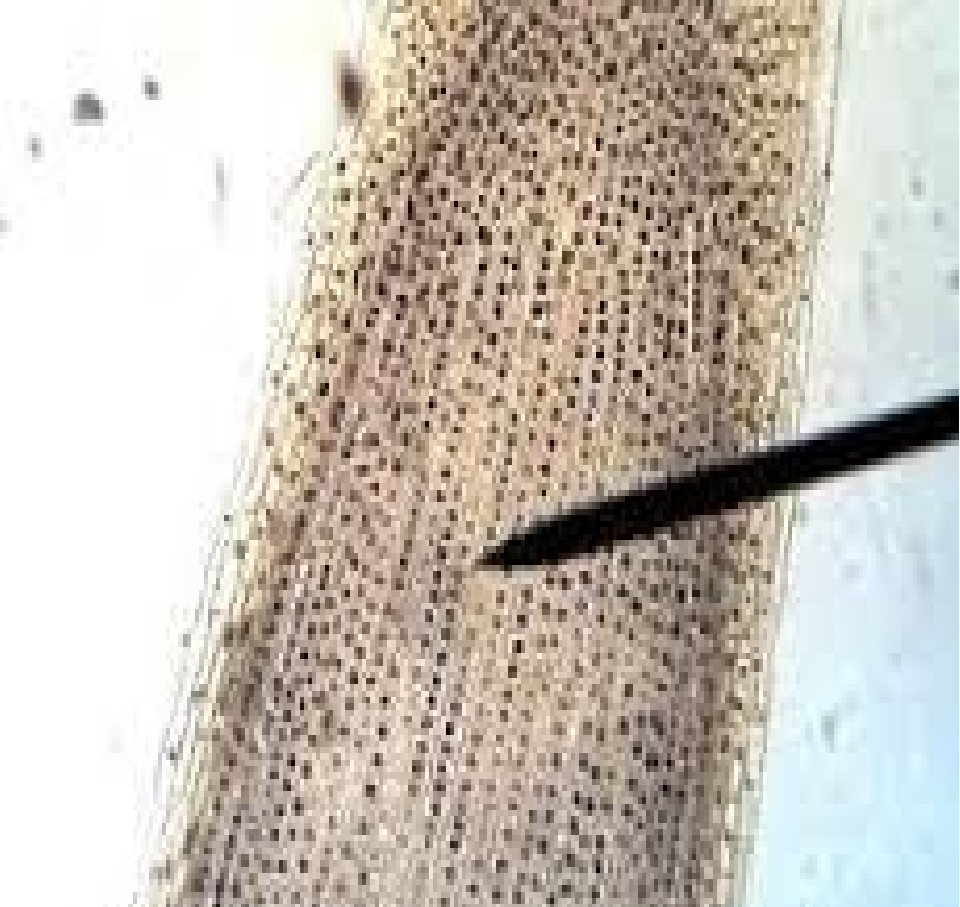
# Hypothesis support

**I think each individual student will achieve an above average score in all Florida Standard Assessments and pass this course with a true knowledge of Biology.**

**Variables that may affect the outcome...**

- Attitude
- Perseverance
- Responsibility
- Respect
- Service

INTERPHASE		MITOSIS					
		Prophase	Prometaphase	Metaphase	Anaphase	Telophase and Cytokinesis	
Two centrosomes	Nuclear envelope	Microtubules forming spindle poles	Spindle poles	Metaphase plate	Daughter chromosomes	Nuclear envelope forming	Chromosomes decondensing
Chromatin	Nuclear envelope	Centrosomes	Fragment of nuclear envelope			Flare of centrioles	
The nucleus replicates its DNA.	The chromatin coils to form chromosomes.	The nuclear envelope breaks down. Microtubules connect the centrosomes in the centrosomes.	The microtubules line up the chromosomes at the cell's center.	The chromosome separate, and the new chromosomes pull toward the two centrosomes.	The separating chromosomes reach the poles. The nuclear envelopes re-form and the chromatin decondenses. Cytokinesis begins as the gaps of microtubules form.		
Plant Cells							



# The experiment



**Conclusion**

**ACADEMIC SUCCESS!**

# P4 Reflection/Brainstorm

F. Reflection/Brainstorming - respond to the following question in a complete sentence:

- **What do I want to achieve at Lake Weir High School?**
- **Share your goal with a partner.**
- **Brainstorm what you will need to know in order to measure how you are doing throughout the year toward achieving their goal.**

# P4 Dress Code:

- 1. Students must not wear clothing and accessories which are harmful, disruptive, or hazardous to health or safety. Undergarments should not be visible at any time.**
- 2. Students are not to wear hats of any kind within the school building unless approved by the school administration for special occasions and specific locations. "Hats" should be interpreted literally as "hats" or head-coverings and will include bandanas, hoods (such as attached to sweatshirts), caps, sweat bands, visors, and similar hat-like apparel.**
- 3. Students are not to wear T-shirts or other garments, or other items with pictures, logos, phrases, decals, patches, emblems, or words printed on them that are obscene or disruptive in the judgment of the school administration. This will include, but not be limited to: nude/semi-nude figures; figures in sexually suggestive postures; or logos of alcoholic beverages, tobacco products, or prohibited substances; or gang identification. A tattoo that is obscene or disruptive in the judgment of the school administration needs to be covered.**

# P4 Dress Code Continued

**4. Tops must be long enough to clearly overlap the belt line or stay tucked in during the course of normal movement throughout the day. Shirts falling below mid-thigh length will be tucked in. No bare-midriff shirts/blouses, sleepwear, muscle shirts, or tank tops will be worn.**

**Garments will be secured at the waist. Shorts and skirts are permitted at all grade levels and will be mid-thigh length or longer.**

**6. Students shall wear shoes for foot protection and for hygienic reasons while on school grounds or school transportation. Bedroom slippers are not permitted. For safety reasons, shoes with wheels and/or skates may not be worn on the school campus/bus.**

**7. Jewelry shall be worn in a way that does not present a safety or health hazard or cause a disruption to the education process.**

**8. Wallet chains or dog collars shall not be permitted.**

# P4 Dress Code Continues

**Regulations in reference to grooming and dress for special activities such as athletics, fine arts and drill team will be governed by the immediate person in charge of these activities under the direction of the principal.**

**Appropriateness and moderation in all things, concern for the health and safety of the students, and the avoidance of distractions to the educational process are the guiding principles of the student dress code. Styles and fads are constantly changing and cannot possibly be covered by specific rules and regulations. The task of evaluating what is proper in the way of dress and grooming is highly controversial, and opinion among people varies. The individual schools will assume responsibility for ruling on specific items of clothing and general appearance for reasons of safety and health, or for the order, well-being, and general welfare of students.**

**The Board authorizes school administrators to employ appropriate disciplinary procedures to carry out and enforce this policy.**

# P4 Dress Code Conclusion

**These are minimum standards that will be enforced at each school. Schools have the right to set higher standards based on administrative procedures. School uniforms may be adopted at individual schools.**

**Pursuant to § 1006.07, Fla. Stat., the penalty or corrective action for a violation of the “Saggy Pants” Dress Code is:**

- 1. For a first offense, a student shall be given a verbal warning and the school principal or designee shall call the student’s parent.**
- 2. For a second offense, the student is ineligible to participate in any extracurricular activity for a period of time not to exceed five (5) days and the school principal or designee shall meet with the student’s parent.**
- 3. For a third or subsequent offense, a student shall receive an in-school suspension pursuant to § 1003.01(5), Fla. Stat. for a period not to exceed three (3) days, the student is ineligible to participate in any extracurricular activity for a period not to exceed thirty (30) days, and the school principal or designee shall call the student’s parent and send the parent a written letter regarding the student’s in-school suspension and ineligibility to participate in extracurricular activities.**

P4 Closure

**What do you want to achieve  
at Lake Weir High School?**

# Exit Ticket!

The presentation provided you with insights on school & class expectations! The presentation also used the Scientific Method steps.

**Checking your recall and answer in your class journal notebook! Turn in journal before the bell!**

1. What were the steps in the presentation? (Place them in Order)
2. Now that you recalled the steps, explain what processes are used to answer questions in science?

**Reminder to log into the class Google Classroom and complete homework assignment!**