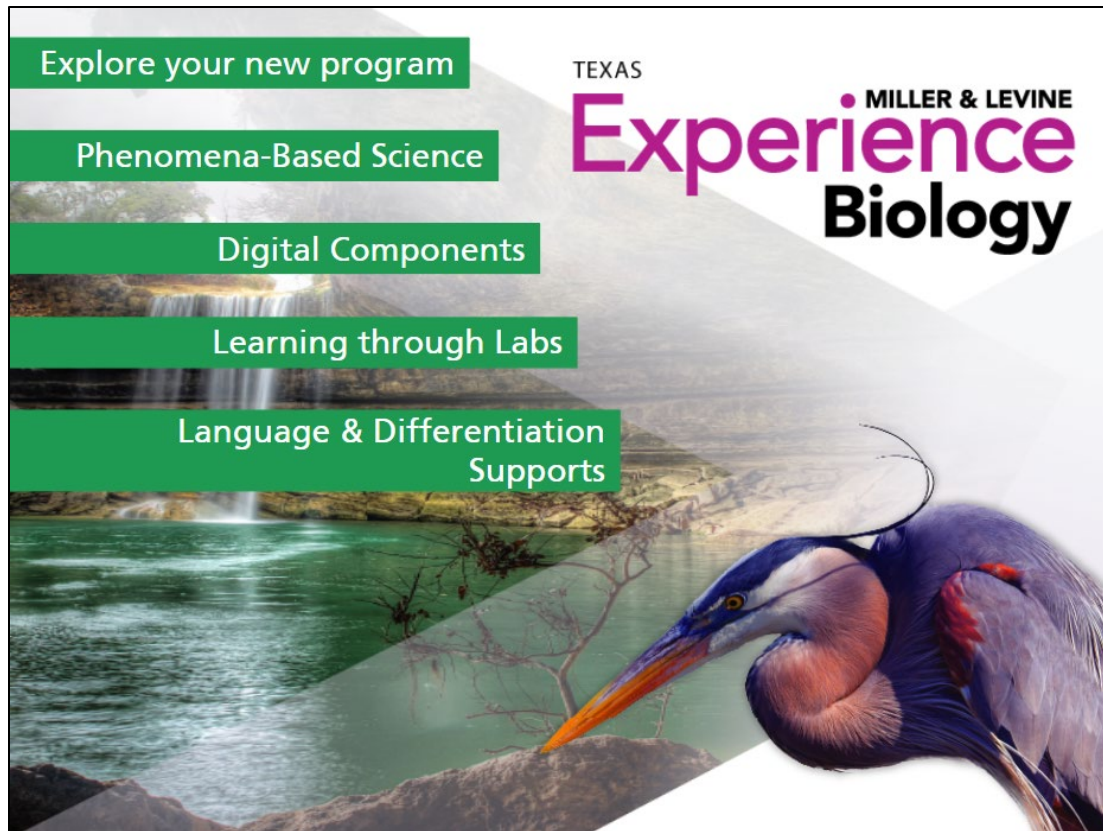


Texas Experience Biology Program Overview

Introduction



Hi, and welcome to My Savvas Training. Texas Experience Biology is an innovative way to teach Biology in which phenomena engage students and puts the focus on the student experience.

In this tutorial, we'll cover the highlights of your Texas Experience Biology program, Phenomena-Based Science, Digital Components, Learning through Labs, and Language and Differentiation Supports.

Program Components



Texas Experience Biology offers comprehensive print and digital resources including a Teacher Guide, Student Experience Handbook, Test Prep Workbook, and the digital platform, Savvas Realize.

The Teacher Guide is a print and digital resource that follows the 5E model and contains customizable planners and differentiation tools to help you plan your instruction.

Are you short on time? Use the Fast Track that assigns only the core assets. If you have more time in your classroom, use the Got More Time? track that allows students to personalize their learning by choosing additional activities.

The Student Experience Handbook gives students opportunities to complete readings, writings and provides visual analogies, summaries and vocabulary supports to set them up for success.

Texas Experience Biology partners with Flinn Scientific® to deliver high quality Lab Demo Videos. They also provide Inquiry, Virtual, and Quick Labs to engage students in active inquiry.

Phenomena-Based Science



To meet the needs of Texas educators and students, Texas Experience Biology covers all the TEKS, SEPs, and ELPS. Take It Local allows students to participate in active learning by applying core Biology concepts to real-world local problems.

In Texas Experience Biology, learning centers around Phenomena, Investigations, and real-life connections. Start with a Phenomenon Video or editable presentation that helps to connect Biology concepts with real-world applications.

Engage students with Everyday and Related Phenomena to help students make learning connections with relevant, everyday natural phenomena.

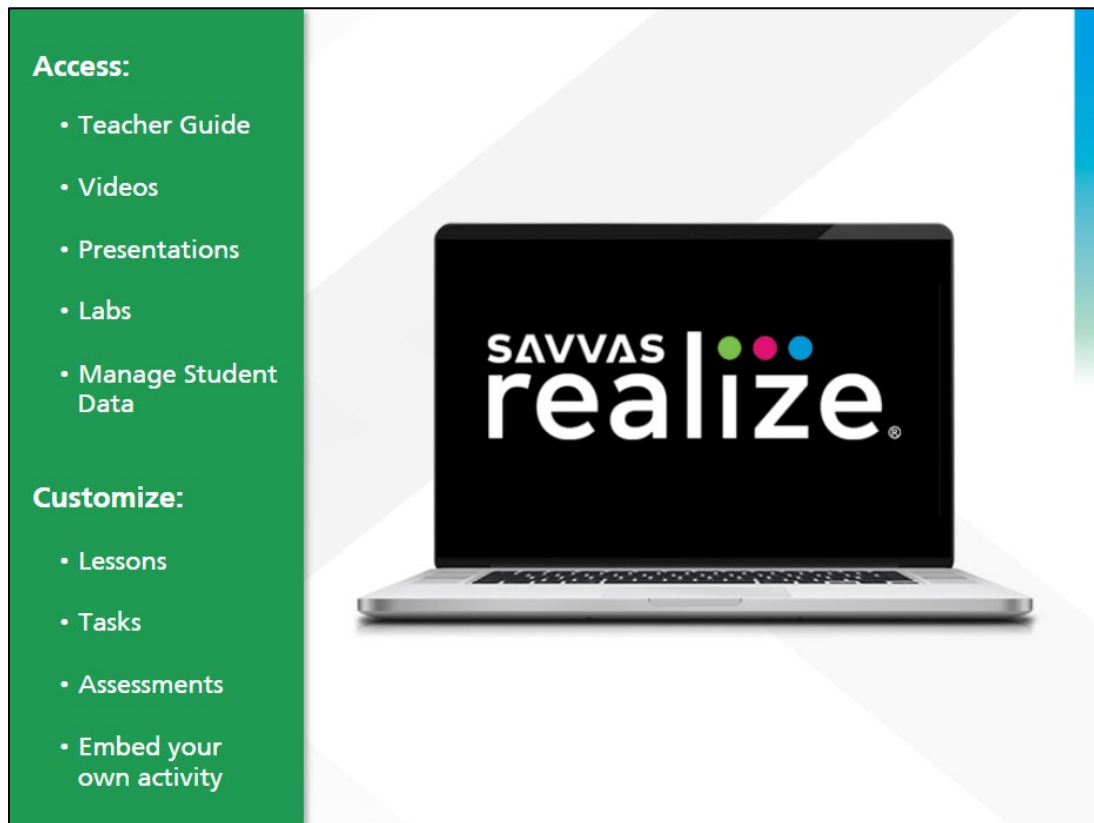
Explore Students Sensemaking and improve critical reasoning and skills through hands-on and virtual labs, Interactivities, and Analyzing Data activities.

Explain and Elaborate concepts through editable presentations Explain Videos, Visual Analogy Animations and authentic readings.

Differentiated lesson summaries provide additional reading support or enrichment to help prepare students for the next step in which you evaluate student progress with online and editable quizzes.

Finish by revisiting the Anchoring Phenomenon to reinforce the connection between real-world phenomena and Biology concepts.

Digital Components



Don't forget to check out Savvas Realize. It's your one stop shop to reference your Teacher Guide, access videos, presentations, labs, and manage student data.

You can also customize lessons, tasks, assessments, or embed your own activities to suit the needs of you and your students.

Learning through Labs

The image displays a collection of digital lab materials. At the top left is an 'INQUIRY LAB - BACKGROUND' titled 'Cell Growth and Division', which includes concepts like Cell Cycle, Cell Growth, Cell Division, and Mitosis, and a background section explaining growth and transition. To its right is a 'QUICK LAB' titled 'What is a Cell?' with an introduction and materials list. Below these are several 'INQUIRY LAB' versions for 'Diffusion, Osmosis, and Homeostasis': 'OPEN', 'GUIDED', 'SHORT', and 'ADVANCED'. Each version includes a question, a procedure, and a list of Texas Essential Knowledge and Skills (TEKS) standards. A central video player shows a woman in a lab coat, and a virtual lab interface is also visible.

Transform student learning through labs. Use Flinn Lab Backgrounds, Flinn Lab Demo Videos, Quick Labs, virtual labs, and a hands-on inquiry lab that is available in 4 different versions to meet your diverse classroom needs.

Differentiation and Language Supports

CLASSROOM MODIFICATION
Based on your students' abilities and your schedule, you may wish to modify the Analyzing Data activity to make it more open-ended or more guided.

- More Open-Ended Bring in several other fatty acids and have students perform a bromine water test on them to determine whether they are saturated or unsaturated.

REMEDATION SUGGESTIONS

- If students are struggling differentiating among the structures of the biomolecules, then have them revisit diagrams throughout the Experience. Ask students to determine the

VOCABULARY SUPPORT

- As students encounter new vocabulary in investigation activities, have small groups visually represent terms illustrating the connections between existing conceptual knowledge and new vocabulary. Students can build wheels, towers, or other structures by using paper clips with terms noted, paper plates, or poster board or by using digital support. This will help them visualize relationships among terms. As new terms are introduced, students can revisit their build to make revisions or create new builds.

Support English Learners Group emerging bilingual students together so that they can collaborate and help each other use an online translator to prepare a reference vocabulary list with translations.

ELPS TARGETED SUPPORT

SPEAKING 3.F.1 Ask (for) information ranging from using a very limited bank of high-frequency, high-level basic communication vocabulary during

Have students work in pairs. Have them ask each other for meaning. Instruct

- Beginning H information
- Intermediate pronunciation
- Advanced H and pronounce to confirm w
- Advanced H meanings and they determine prefixes that their partner

DIFFERENTIATED INSTRUCTION

- **Support Struggling Students** To help students focus on the most important information about lipids, say aloud sentence frames for students to complete.
 - Lipids are made of long chains called ____ (fatty acids), which are made mostly from carbon and ____ atoms. (hydrogen)
 - When we eat me
 - Lipids can be us
 - Phospholipids ar
 - We should not g build all the lipid
- **Support Advanced S** body healthy. Ask the and what people can do to combat those problems. Have students share their findings in a brief presentation to the class.

ADDRESS MISCONCEPTIONS

Students may tend to equate *spontaneous* with *fast*. Explain to students that spontaneous reactions do not necessarily occur quickly. A spontaneous reaction proceeds on its own without an added source of energy, but it could take quite a long time. For example, diamonds spontaneously decay into graphite, but this process takes millions of years!

Strategies and suggestions for differentiation are right at your fingertips throughout each Experience. You'll find ELPS Targeted support, Differentiated Instruction, Address Misconceptions, Classroom Modifications, Remediation Suggestions, and Vocabulary Support to meet students where they are.

Closing



That brings us to the end of this *Texas Experience Biology Program Overview* tutorial.

I hope you feel more comfortable navigating and teaching Texas Experience Biology using both your print and digital materials!

For additional tutorials, visit MySavvasTraining.com.