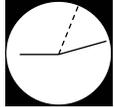


3 minutes

**Science Organization:** Class gets oriented to the day's lesson

The lesson starts with the teacher's mention of the videographer. The teacher then announces to the class that they have much to accomplish because they missed two sessions due to an exam (*BAVO*) and, previous to that, a school event (sports day). He briefly talks about the information they learned previously regarding the iris, and says they will continue talking about the eye in Basic Subject Matter Six, in addition to Basic Subject Matters Eight and Nine and the enrichment material. He also tells the class that they will receive their scores from the exam and can check their answers at the end of the lesson.



9½ minutes

**Whole-Class Seatwork:** Class discusses the eye

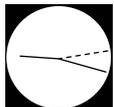
The teacher directs students' attention to page 231 of the textbook. He describes how the circular and radial muscles in the eye make the pupil get smaller or bigger. During this discussion about Basic Subject Matter Six the teacher makes several connections between the eye and a camera. He draws and labels various pictures on the chalkboard while engaging students in a discussion. The teacher then turns their attention to page 256 of the textbook and proceeds to tell them about circular muscles, ciliary bodies, and zonules in relation to eye lenses changing shape (round, flat). Again, the teacher asks students to make connections to a camera. They discuss how a camera adjusts its focus by zooming-in or zooming-out. They also discuss in whole-class which shape takes more energy. The teacher summarizes after their discussion, "So looking closely takes more energy. But staring into the distance hardly takes any energy."



1 minute

**Whole-Class Seatwork:** Class talks about enrichment material problems

The teacher informs the class that they have to understand the enrichment material very well. He talks about the questions that go along with the enrichment material as coming from the *MAVO* final exam, which he believes students should be able to answer. The class discusses the format of the questions—that is, multiple choice and open-ended problems.



3½ minutes

**Whole-Class Seatwork:** Class discusses human and animal behavior

The class goes on to talking about Basic Subject Matter Eight and Nine. The teacher introduces the topic of behavior by stating it is important for survival of the species and survival of the individual. He relates survival of the individual in terms of students' behaviors, such as living a healthy lifestyle or staying alert while riding a bicycle. He then connects this to animals in nature that also exhibit behaviors that help them survive from predation, for example. The teacher briefly addresses the importance of reproduction for the survival of a species, then moves on to talking about psychological and socio-cultural factors that influence human behavior.



2 minutes

**Science Organization:** Teacher reads aloud test scores

The teacher reads aloud students' scores from the *BAVO* exam. The total possible score is 10 points. Students scored between 7.5-10.0. The teacher announces to the class that this was a very easy test. He passes out the answer sheet to the test so students can check their answers.



16½ minutes

**Independent Seatwork:** Students answer questions in book

Students work individually on answering questions from Basic Subject Matter Six through Nine. There is quiet talking amongst students. The teacher walks around the room helping students and checking their progress. He emphasizes the importance of Enrichment Material Three, telling a student at 27:30, "You have to understand it. Otherwise you can't do the assignments. There is no point to just memorize it, right? Understand. Understand."



1½ minutes

**Whole-Class Seatwork:** Class talks about their science reports

While students are continuing to work on answering questions in their workbook, the teacher talks about the science report that he and another teacher scored. He told the students they did very well and that he could tell they put a fair amount of time into it. The teacher also told them the criteria for which the two scored the reports, then passed the reports back to students.



3 minutes

**Independent Seatwork:** Students continue answering questions in book

Students continue their seatwork. They also look through their scored reports that were just handed back to them. Students gradually start packing up their materials and get ready to leave. The bell rings and the teacher tells them goodbye.