

2027-01-19 · 80 minutes

Welcome, expectations, and how this class works

Your goal: Describe our daily routine. Set a learning goal and explain one class expectation.

One product: Welcome, expectations, and how this class works

Question: How can another person check our work?

Start the work

No previous BI lesson required.

1. Read the target and the definitions of routine, evidence, and mastery.
2. Read R1 and identify the next step when a material is missing.
3. Read M1. Choose a response and explain it using R1.
4. Rehearse how you would report a missing page. You can practice alone.
5. Complete the learning goal, expectation, question, and restart fields.
6. Check your responses. Follow the turn-in directions, or save your work and report blocked access.

If the assignment or upload will not open, keep your paper or saved file. Tell Mr. Mendoza the lesson title and what is blocked.

Words you will use

routine

A set of steps you use again.

evidence

Information someone can check, such as an observation or written response.

claim

A statement you support with evidence.

mastery

Being able to show what you know and can do.

learning goal

Something you want to do better, paired with an action you can repeat.

prepared

Having the materials you need.

A clear record

A routine is a set of steps you use again. A clear routine helps you find your next step. In Biomedical Innovations, you will design and test ideas about biomedical problems.

Evidence means information someone can check, such as an observation or a written response. A claim is a statement you support with evidence.

A completed page contains your finished responses. Submission means you turned it in. Check the upload or hand-in separately. The responses show what you understand.

Mastery means being able to show what you know and can do. Ask the teacher about current grading or late-work rules. This practice does not set a grade or a retake limit.

Routine card R1

Arrive on time and get your materials. Put your phone away and find today's target. Read the steps and begin the first task.

Ask for help when a missing input stops your work. Check your work and follow the turn-in directions.

Our expectations are to be on time, prepared, respectful, on task, and to keep phones away. Prepared means having the materials you need.

A learning goal states something you want to do better. Pair it with an action you can repeat. For example: I want to explain design choices. I will point to evidence in each explanation.

A check used in medicine

The World Health Organization provides a surgical safety checklist. Surgical teams pause to confirm key items together. The checklist supports communication and checking.

It does not replace trained staff or clinical judgment. Our class uses the broad idea of making checks visible. We are not practicing surgery.

M1: a missing page

This is an invented classroom situation. A learner has a pencil but cannot open today's page. A printed copy is available.

Compare three responses: obtain the printed copy and report the barrier; claim the task is finished; wait for online access.

Use R1 to choose an action that keeps the record honest and supplies the next step. The situation contains no measurements of time saved.

Try the decision

A different case from M1: your notebook is at home, and loose paper is available. R1 says to ask for help when a missing input stops your work. What should you do next?

- Tell the teacher your notebook is at home and start today's work on loose paper.
- Mark the notebook task finished because you meant to bring the notebook.
- Wait until the next class, when the notebook is back, before starting any work.

Explain your choice using the reading. Discuss it or say it to yourself. This practice does not add another submission.

Your 80-minute flow

0–8 minutes	Write a skill you want to develop.
8–20 minutes	Annotate R1 and identify materials.
20–35 minutes	Distinguish a completed page from demonstrated understanding.
35–50 minutes	Choose M1 action and cite R1.
50–65 minutes	Practice reporting a missing page and continue from the printed source.
65–75 minutes	Complete goal, expectation, question, and restart fields.
75–80 minutes	Submit if available or record blocked access.

Your response record

Use these labels on paper or in your document. The space below also works when this page is printed.

My M1 choice

Choose the action you would take in M1.

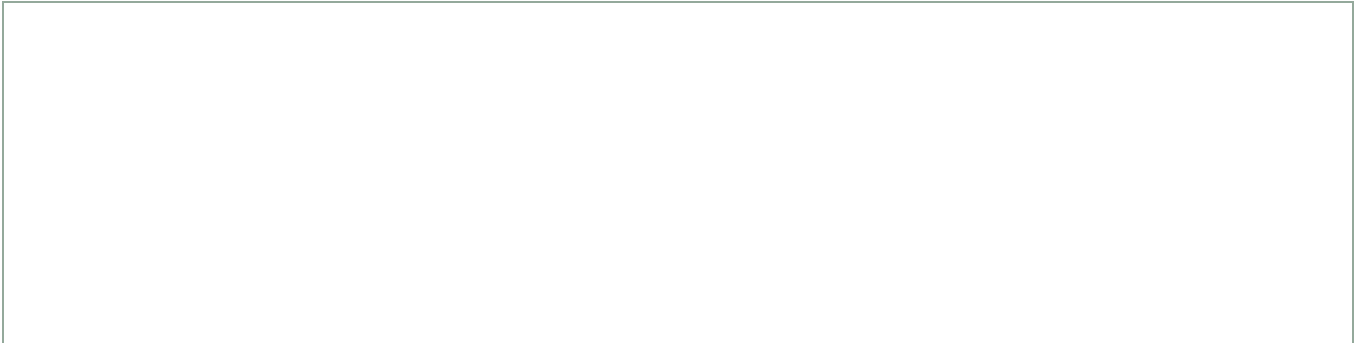
Test each M1 response against R1 before you choose.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

R1 support

Name the R1 step that supports your choice and explain why it helps.

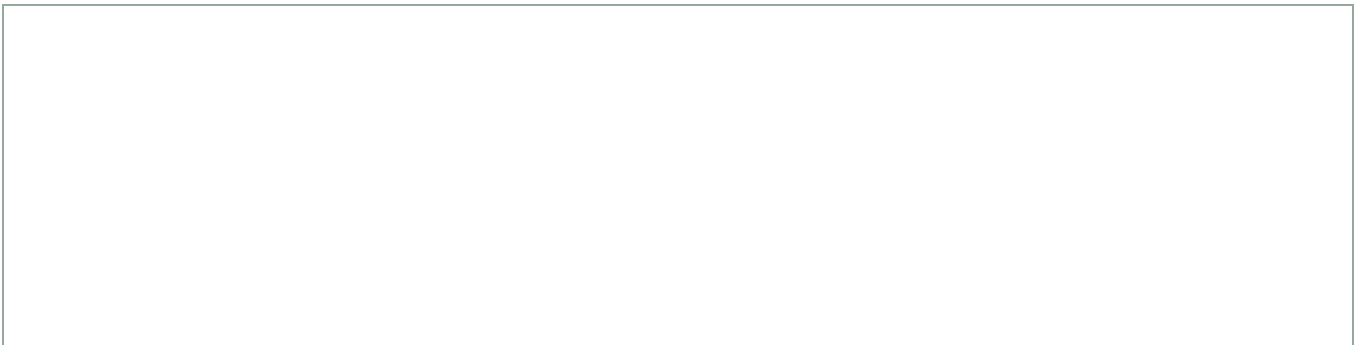
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



My learning goal

Write a semester learning goal and one action you will repeat.

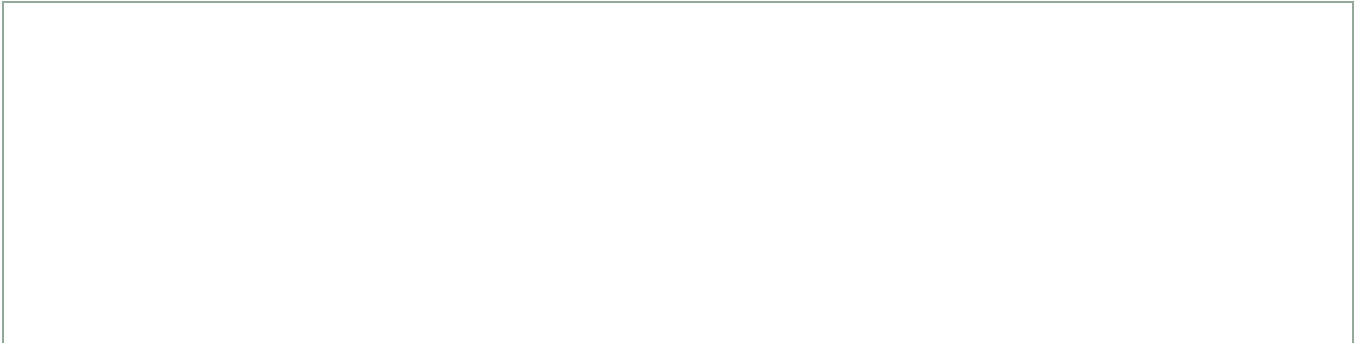
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



One expectation

Explain one R1 expectation in your own words.

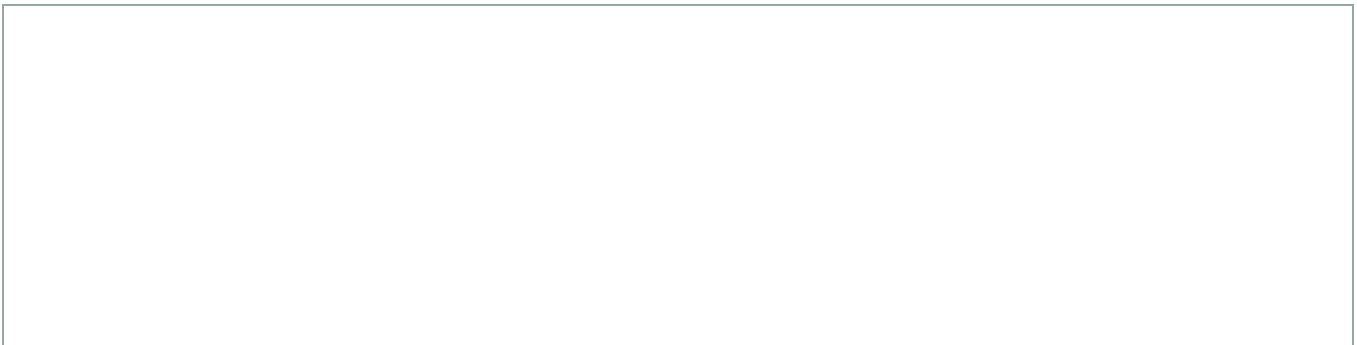
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



My question

Write one question you still have about the class.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



My restart action

State what you will do if the next lesson will not open. State what you could open today and what was blocked.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Check your product

- My goal names a skill and a concrete action.
- I can locate the next task.
- I explained why finishing work does not prove mastery.
- My choice is supported by a named R1 step and keeps an honest record.
- I answered every field and stated what I could actually open.

Keep the limit: These practice examples contain no measured results from a classroom or patient. They cannot prove that a method works or that an upload succeeded.

Turn in your work

Open the linked BI Schoology assignment. Save one readable PDF, follow its posted directions, upload it and check the preview. Check that Schoology shows Submitted.

If the assignment or upload will not open, keep your paper or saved file. Tell Mr. Mendoza the lesson title and what is blocked.

[Open this assignment in Schoology.](#)

Carry forward

A useful routine makes the next step clear and leaves evidence.

Read the plan, do the work, then check the submission. How will you find the task and confirm that your work was submitted?

Sources and resources

[Open today's page](#)

WHO1 · Safe surgery: Tool and Resources

World Health Organization

<https://www.who.int/teams/integrated-health-services/patient-safety/research/safe-surgery/tool-and-resources>