

Learning Objectives – “Students CAN...”

1. Analyze new concept vocabulary – Vocabulary Enhancement (BW)
2. Ecology Lesson #4: Bill Nye / “Stuff Happens” The Bedroom & Response Handout

Assessment

In-class completion of the notebook/bell work
Ecology Lesson #4: Bill Nye / “Stuff Happens” The Bedroom & Response Handout

Homework

1. Complete NEW vocabulary – In Class
2. Complete Ecology Handout / Bedroom – In Class
3. Continue your study of the periodic table of elements – Students will retake Quiz #13² – 12/14
4. Notebook assessment 4-2 (Self Reflection) – 12/12

Reminders / DO NOT COPY

Students who have not presented for science fair have until December 18. Students without a project will be incomplete for the 2nd quarter.

Model notebook entries can be found below at the Teacher’s NB. Use this resource to keep your notebook accurate.

Bell work

Using the vocabulary list provided at your seat: *Complete the five starred* terms*

For each term on the list you may do one of the following:

- Copy
- Summarize
- Provide an example

Incomplete or incorrect vocabulary will be scored accordingly.

No pictures – Text only

***Vocabulary assignments must be complete prior to notebook assessments – please plan/prepare accordingly.*

Linked Documents and Class Resource

[Teacher’s NB 12/10](#)

[Periodic Table \(Printable\)](#)

[Vocabulary 9-1](#) ↓

District Content Descriptor:

Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (07-PS3-5)

Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems - **Develop a model to describe unobservable mechanisms.** (07-PS3-2)

Science Fair – Best Practices Modeling Sequence / Population & Behavior Studies

*Fayette County
 2018-19
 District Content Map*

Date: December 11, 2018

School Day: 077

Learning Objectives – “Students CAN...”

1. Current events in science – refine reading practices, comprehension and increase vocabulary (BW)
2. Chemistry Basics Handout² – Atomic Model Decorations / Electron Configuration Activity

Assessment

In-class completion of the notebook/bell work
Chemistry Basics Handout² – Atomic Model Decorations / Electron Configuration Activity

Homework

1. Complete Atomic Ornament – 12/13
2. Continue your study of the periodic table of elements – Students will retake Quiz #13² – 12/14
3. Notebook assessment 4-2 (Self Reflection) – 12/12

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Bell work

Using good-practice reading techniques, read this week’s science article. When you finish reading, complete the article questions below.

1. **What’s happening in Cape Town, South Africa? Provide a supporting detail from the text.**
2. **How has this effected the residence of the area impacted by this event? Provide an example.**
3. **How much water is each resident permitted to use each day? How does that compare to the average person in the U.S.?**
4. **As the residence tire of the water shortages – what will most likely occur if the droughts continue?**

Linked Documents and Class Resource

[Teacher’s NB 12/11](#)

[Weekly Article: Wave of Change](#)

[Periodic Table \(Printable\)](#)

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Science Fair – Best Practices Modeling Sequence / Population & Behavior Studies

Fayette County
2018-19
District Content Map

Date: December 12, 2018

School Day: 78

Learning Objectives – “Students CAN...”

1. Use critical thinking to solve a problem. (BW)
2. Notebook Assessment 4-2 (Personal Reflective)

Assessment

In-class completion of the notebook/bell work
Notebook Assessment 4-2 (Personal Reflective)

Homework

1. Complete Atomic Ornament – 12/13
2. Continue your study of the periodic table of elements – Students will retake Quiz #13² – 12/14

Reminders / DO NOT COPY

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Bell work

Complete today’s challenge question in the notebook. When you finish, **record your answer on a small piece of paper and place it in the solutions chest at the front of the room.**

The electron capacity of the first three rings are 2, 8 and 18

Identify the Element: I have three rings and four electrons in my outer valence shell. What element am I?

Linked Documents and Class Resource

[Teacher’s NB 12/12](#)

[NB Assessment Rubric](#)

[Periodic Table \(Printable\)](#)

District Content Descriptor:

Patterns - Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (07-PS1-2) Energy and Matter - Matter is conserved because atoms are conserved in physical and chemical processes. (07-PS1-5) - The transfer of energy can be tracked as energy flows through a designed or natural system. (07-PS1-6)

Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems - **Develop a model to describe unobservable mechanisms.** (07-PS3-2)

*Fayette County
2018-19
District Content Map*

Week 18: December 10 – December 14, 2018

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Learning Objectives – “Students CAN...”

1. Analyze and respond to the YouTube - Q Review. (BW)
2. Chemistry Basics Handout² – Atomic Model Decorations / Electron Configuration Activity (Day 2)

Assessment

In-class completion of the notebook/bell work
Chemistry Basics Handout² – Atomic Model Decorations / Electron Configuration Activity (Day 2)

Homework

1. Complete Atomic Ornament – In Class
2. Continue your study of the periodic table of elements – Students will retake Quiz #13² – 12/14

Reminders / DO NOT COPY

Students who have not presented for science fair have until December 18. Students without a project will be incomplete for the 2nd quarter.

Model notebook entries can be found below at the Teacher’s NB. Use this resource to keep your notebook accurate.

Bell work

YouTube Science – Watch the video and respond to the questions below.

1. **Explain the difference between a chemical reaction and a physical reaction.** Support your explanation with an idea from the video.
2. **Provide three possible outcomes you might experience during a chemical reaction.**
3. **How is cooking a form of chemistry?** Provide examples from the video.
4. **How do we know baking a cake is an example of a chemical reaction?**



CRASH COURSE: CHEMICAL REACTIONS

Linked Documents and Class Resource

[Teacher’s NB 12/13](#)

[Weekly Video: Chemical Reactions \(REVIEW\)](#)

[Periodic Table \(Printable\)](#)

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Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems - **Develop a model to describe unobservable mechanisms.** (07-PS3-2)

Science Fair – Best Practices Modeling Sequence / Population & Behavior Studies

Fayette County
2018-19
District Content Map

Date: December 14, 2018

School Day: 80

Learning Objectives – “Students CAN...”

1. Share ideas by writing a paragraph in their science journal. (BW)
2. **Quiz #13²**: Chemistry Basics, BOHR Models & The Periodic Table

Assessment

In-class completion of the notebook/bell work
Quiz #13²: Chemistry Basics, BOHR Models & The Periodic Table

Homework

1. Continue your study of the periodic table of elements – Students will retake Quiz #13³ – 12/18

The end of the semester is December 19th. All make-up work must be turned in before this date – missing and absent work will be marked non-credit if no work is submitted.

Reminders / DO NOT COPY

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Bell work

Science Journal: Day 14

Complete a paragraph containing no less than five additional sentences that continue the lead below.

If I could go anywhere, I would go...

Linked Documents and Class Resource

[Teacher’s NB 12/14](#)

[Periodic Table \(Printable\)](#)

District Content Descriptor:

Patterns - Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (07-PS1-2) Energy and Matter - Matter is conserved because atoms are conserved in physical and chemical processes. (07-PS1-5) - The transfer of energy can be tracked as energy flows through a designed or natural system. (07-PS1-6)

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Science Fair – Best Practices Modeling Sequence / Population & Behavior Studies

*Fayette County
2018-19
District Content Map*

Week 18: December 10 – December 14, 2018

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<p>1. Explain the difference between a chemical reaction and a physical reaction. Support your explanation with an idea from the video.</p> <p>2. Provide three possible outcomes you might experience during a chemical reaction.</p> <p>3. How is cooking a form of chemistry? Provide examples from the video.</p> <p>4. How do we know baking a cake is an example of a chemical reaction?</p>	<p>1. Explain the difference between a chemical reaction and a physical reaction. Support your explanation with an idea from the video.</p> <p>2. Provide three possible outcomes you might experience during a chemical reaction.</p> <p>3. How is cooking a form of chemistry? Provide examples from the video.</p> <p>4. How do we know baking a cake is an example of a chemical reaction?</p>	<p>1. Explain the difference between a chemical reaction and a physical reaction. Support your explanation with an idea from the video.</p> <p>2. Provide three possible outcomes you might experience during a chemical reaction.</p> <p>3. How is cooking a form of chemistry? Provide examples from the video.</p> <p>4. How do we know baking a cake is an example of a chemical reaction?</p>
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