

**Learning Objectives – “Students CAN...”**

1. Analyze new concept vocabulary – Vocabulary Enhancement (BW)
2. Periodic Table Elements Test (1-25) / Complete Atomic Element Ornaments

**Assessment**

In-class completion of the notebook/bell work  
*Periodic Table Elements Test (1-25) / Complete Atomic Element Ornaments*

**Homework**

1. Complete NEW vocabulary – In Class
2. Complete Atomic Ornaments – In Class
3. Study elements 1-25 (name, order & symbol) – 12/19

**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.*

**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 2<sup>nd</sup> quarter.

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

**Linked Documents and Class Resource**

[Teacher’s NB 12/17](#)

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

[Vocabulary 10-1](#) ↓

**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*

<p><b>Learning Objectives – “Students CAN...”</b></p> <ol style="list-style-type: none"> <li>1. Current events in science – refine reading practices, comprehension and increase vocabulary (BW)</li> <li>2. Mechanics of Measurement Lab: Part 1 – Practicing w/ Proper Measurement</li> </ol>	<p><b>Assessment</b></p> <p>In-class completion of the notebook/bell work  <i>Mechanics of Measurement Lab: Part 1 – Practicing w/ Proper Measurement</i></p>
<p><b>Homework</b></p> <ol style="list-style-type: none"> <li>1. Complete Part 1: Measurement Lab – 12/19</li> <li>2. Study elements 1-25 (name, order &amp; symbol) – 12/19</li> </ol> <hr/> <p><b>Reminders / DO NOT COPY</b></p> <p>Students who have not presented for science fair have until December 18. Students without a project will be incomplete for the 2<sup>nd</sup> quarter.</p> <p><i>Model notebook entries can be found below at the Teacher’s NB. Use this resource to keep your notebook accurate.</i></p>	<p><b>Bell work</b></p> <p>Using good-practice reading techniques, read this week’s science article. When you finish reading, complete the article questions below.</p> <ol style="list-style-type: none"> <li>1. <b>True or False: The United States is the only industrialized country in the world that does not use the metric system.</b></li> <li>2. <b>Why would adopting the metric system be a good idea?</b></li> <li>3. <b>What was the Metric Conversion Act of 1975?</b></li> <li>4. <b>What has stopped the U.S. from conforming to the metric system?</b></li> </ol>
<p><b>Linked Documents and Class Resource</b></p> <p style="text-align: center;"> <a href="#">Teacher’s NB 12/18</a>      <a href="#">Weekly Article: Metrics &amp; The U.S.</a>  <a href="#">Periodic Table (Printable)</a> </p>	
<p><b>District Content Descriptor:</b></p> <p>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)</p> <hr/> <p>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 - <b>Develop a model to describe unobservable mechanisms.</b> (07-PS3-2)</p> <p>Science Fair – Best Practices Modeling Sequence / Population &amp; Behavior Studies</p>	

**Learning Objectives** – “Students CAN...”

1. Use critical thinking to solve a problem. (BW)
2. Periodic Table Elements Test (1-25) / Mechanics of Measurement Lab: Part 2

**Assessment**

In-class completion of the notebook/bell work  
*Periodic Table Elements Test (1-25) / Mechanics of Measurement Lab: Part 2*

**Homework**

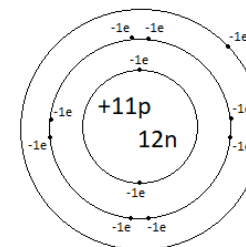
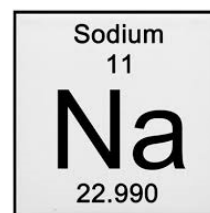
**Winter Break – December 20 – January 2.** The spring semester begins January 3<sup>rd</sup>, 2019.

**Reminders / DO NOT COPY**

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

**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.**



**Identify the electron configuration.**

**Linked Documents and Class Resource**

[Teacher’s NB 12/19](#)

[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

<b>Date:</b> December 20, 2018		<b>School Day:</b> N/A
<b>Learning Objectives – “Students CAN...”</b>		<b>Assessment</b>
<p><b>Winter Break – December 20 – January 2.</b> The spring semester begins January 3<sup>rd</sup>, 2019.</p>		<p>In-class completion of the notebook/bell work N/A</p>
<b>Homework</b>	<b>Bell work</b>	
<p><b>Winter Break – December 20 – January 2.</b> The spring semester begins January 3<sup>rd</sup>, 2019.</p>	<p>YouTube Science – Watch the video and respond to the questions below.</p>	
<p><b>Reminders / DO NOT COPY</b></p> <p><i>Model notebook entries can be found below at the Teacher’s NB. Use this resource to keep your notebook accurate.</i></p>	<p><b>Winter Break – December 20 – January 2.</b> The spring semester begins January 3<sup>rd</sup>, 2019.</p>	
<b>Linked Documents and Class Resource</b>		
<p><a href="#">Periodic Table (Printable)</a></p>		
<p><a href="#">Teacher’s NB – N/A</a></p>		<p><a href="#">Weekly Video: Chemical Reactions (REVIEW)</a></p>
<b>District Content Descriptor:</b>		
N/A		<p>Fayette County 2018-19 District Content Map</p>

**Date:** December 21, 2018

**School Day:** N/A

**Learning Objectives – “Students CAN…”**

**Winter Break – December 20 – January 2.** The spring semester begins January 3<sup>rd</sup>, 2019.

**Assessment**

In-class completion of the notebook/bell work  
N/A

**Homework**

**Winter Break – December 20 – January 2.** The spring semester begins January 3<sup>rd</sup>, 2019.

**Reminders / DO NOT COPY**

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

**Bell work**

Science Journal: Day N/A

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

**Winter Break – December 20 – January 2.**  
The spring semester begins January 3<sup>rd</sup>, 2019.

**Linked Documents and Class Resource**

[Teacher’s NB – N/A](#)

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

**District Content Descriptor:**

N/A

Fayette County  
2018-19  
District Content Map

**Week 19: December 17 – December 19, 2018**

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## Vocabulary 10-1: Describing Measurement

Complete the vocabulary by copying, summarizing or providing an example for each of the starred terms (\*).

Term	Definition
<b>Acceleration</b>	the rate of change of velocity per unit of time
<b>Area</b>	the measurement of a surface
<b>Depth</b>	the distance from the top of something to its bottom
<b>Diameter*</b>	a straight line passing from side to side through the center of a body or figure
<b>Distance</b>	an amount of space between two things
<b>Length*</b>	the measurement from end to end; the greater of two or the greatest of three dimensions of an object
<b>Mass</b>	The amount of matter in an object
<b>Meniscus</b>	the curved surface of a liquid in a tube
<b>Metric – Units of Measurement</b>	the decimal measuring system based on the meter, liter, and gram as units of length, capacity, and weight or mass. The system was first proposed by the French astronomer and mathematician Gabriel Mouton (1618–94) in 1670 and was standardized in France under the Republican government in the 1790s
<b>Perimeter*</b>	the continuous line forming the boundary of a closed geometric figure
<b>Radius*</b>	a straight line from the center to the circumference of a circle or sphere
<b>SI – Units of Measurement</b>	The International System of Units (abbreviated <b>SI</b> from <i>systeme internationale</i> , the French version of the name) is a scientific method of expressing the magnitudes or quantities of important natural phenomena. There are seven base units in the system, from which other units are derived
<b>Speed</b>	the rate at which someone or something is able to move or operate – $m/s^2$
<b>Volume</b>	the amount of space that a substance or object occupies
<b>Weight</b>	a body's relative mass or the quantity of matter contained by it, giving rise to a downward force
<b>Width*</b>	the measurement or extent of something from side to side