

Learning Objectives – “Students CAN...”

1. Analyze new concept vocabulary – Vocabulary Enhancement (BW)
2. Eco-Puzzle Handout: Bill Nye Stuff Happens: Pets

Assessment

In-class completion of the notebook/bell work
Eco-Puzzle Handout: Bill Nye Stuff Happens: Pets

Homework

1. Complete week 26 vocabulary – In Class
2. Eco-Puzzle Handout: Bill Nye Stuff Happens: Pets – In Class
3. Complete the experimental design for the Tenebrio Lab – 2/12

Reminders / DO NOT COPY

Need make-up work, concept review, or just a quiet place to study
Room 216 / Wednesday 4:00 – 5:00. (Weger - Science students ONLY)

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

*Vocabulary 14-1**

*Eco-Puzzle Handout: Stuff Happens – Pets**

District Content Descriptor:

Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (07-LS1-6)

*Fayette County
2018-19
District Content Map*

- Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (07-LS1-6)
- Matter is conserved because atoms are conserved in physical and chemical processes. (07-PS1-5)

Learning Objectives – “Students CAN...”

1. Current events in science – refine reading practices, comprehension and increase vocabulary (BW)
2. Tenebrio Lab: Experiment/Investigation – Data Collection (Day 2)

Assessment

In-class completion of the notebook/bell work
Tenebrio Lab: Experiment/Investigation – Data Collection (Day 2)

Homework

1. Complete the Article Q-Review – In Class
2. Complete the data collection for the Tenebrio Lab – 2/14

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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. **Vocabulary: What is a Nematode?**
2. **Explain the hypothesis of this experiment – What are they attempting to find out?**
3. **What do the results of this experiment tell us about the behavior of Nematodes?**
4. **How could we use this information to our advantage?**

Linked Documents and Class Resource

[Tenebrio Lab: Observations & Insect Diagram](#) [Weekly Article: How do Nematodes Select a Host?](#)

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Learning Objectives – “Students CAN...”

1. Use critical thinking to solve a problem. (BW)
2. Tenebrio Lab: Experiment/Investigation – Data Collection (Day 3)

Assessment

In-class completion of the notebook/bell work
Tenebrio Lab: Experiment/Investigation – Data Collection (Day 3)

Homework

1. Complete the week 26 challenge question (BW) – In Class
2. Complete the data collection for the Tenebrio Lab – 2/14
3. Quiz 3-6: Notebook and Lab Concepts – 2/15

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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.**

Which of the following are considered biotic factors?

- | | |
|-----------------|---------------------------|
| Sunlight | Animals |
| Plants | Mushrooms/Bacteria |
| Weather | Water |
| Soil | Air |

Linked Documents and Class Resource

[Tenebrio Lab: Observations & Insect Diagram](#)

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Learning Objectives – “Students CAN...”	Assessment
1. Analyze and respond to this week’s YouTube (Q-Review) <u>BW</u>	In-class completion of the notebook/bell work
2. Tenebrio Lab: Analyzing Data – Graphing/Conclusion (Day 4)	<i>Tenebrio Lab: Analyzing Data – Graphing/Conclusion (Day 4)</i>

Homework	Bell work
1. Complete the video Q-Review (BW) – In Class	YouTube Science – Watch the video and respond to the questions below.
2. Complete the graphing/conclusion for the Tenebrio Lab – 2/18	1. Define: Apocalypse – and provide a “real-life” possibility.
3. Quiz 3-6: Notebook and Lab Concepts – 2/15	2. <u>Select two</u> of the examples provided in the video and <u>explain</u> how they support your survival after an apocalypse.
Reminders / DO NOT COPY	3. How will the lack of access to information make an apocalypse event even more difficult?
Need make-up work, concept review, or just a quiet place to study Room 216 / Wednesday 4:00 – 5:00. (Weger - Science students ONLY)	4. Based on the information provided in the video – How well would you do during an apocalypse-type scenario?

Linked Documents and Class Resource	<u>Tenebrio Lab: Observations & Insect Diagram</u>	<u>Weekly Video: Survive an Apocalypse – How To</u>	<u>Tenebrio Lab: Sample 2018-19</u>
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Learning Objectives – “Students CAN...”

1. Sharing Ideas – Write a paragraph in your science journal using the BW writing prompt.
2. Quiz 3-6: Lab and notebook concept mastery check (Summative)

Assessment

In-class completion of the notebook/bell work

Quiz 3-6: Lab and notebook concept mastery check (Summative)

Homework

1. Complete the science journal entry (BW) – In Class
2. Complete the graphing/conclusion for the Tenebrio Lab – 2/18
3. Complete the experimental design for the Tenebrio Lab – 2/12

Bell work

Science Journal: Week 26

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

Survival Question: Apocalypse Now – Where would you go, and with whom would you travel? What would you take?

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The teacher’s notebook is no longer available during the second semester. Students must use the information provided in the daily lesson plans for make-up.

Linked Documents and Class Resource

[Tenebrio Lab: Observations & Insect Diagram](#) Quiz 3-6* [Tenebrio Lab: Sample](#)

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