Date: February 18. 2019 | **School Day:** N/A

Learning Objectives – "Students CAN…"

1. ~~Analyze new concept vocabulary – Vocabulary Enhancement (BW)~~

No School – President's Day

Assessment

~~In-class completion of the notebook/bell work~~

Homework

No School – President's Day

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 <u>one</u> 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**~~

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)

- 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)

Fayette County 2018-19 District Content Map

Date: February 19. 2019 | **School Day:** 113

Learning Objectives – "Students CAN…"

1. Current events in science – refine reading practices, comprehension and increase vocabulary (BW)

2. Tenebrio Lab: Rubric Scoring / Class Review

Assessment

In-class completion of the notebook/bell work

Tenebrio Lab: Rubric Scoring / Class Review

Homework

1. Complete the Article Q-Review – In Class

2. Complete the rubric scoring of the Tenebrio Lab – In Class

3. Notebook Assessment 3-3 (Teacher Review)

1st, 7th – 2/19	2nd, 6th – 2/20	3rd – 2/21

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

1. **Identify the dependent variable in the experiment described in the article.**
2. **Explain the hypothesis – What do they think is lowering test scored of low-income students?**
3. **Why would knowing about test anxiety improve test scores?**
4. **What were the results of the experiment? How did the experiment impact their test scores?**

Linked Documents and Class Resource | *NB Assessment Rubric** | *Weekly Article: Stress Lowers Test Scores* | *Labs Scoring Rubric*

District Content Descriptor:

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Fayette County 2018-19 District Content Map

Date: February 20. 2019 | **School Day:** 114

Learning Objectives – "Students CAN…"

1. Use critical thinking to solve a problem. (BW)

2. Biogeochemical Cycles – Student Teaching / Mini Lessons (Day 1)

Assessment

In-class completion of the notebook/bell work

Biogeochemical Cycles – Student Teaching / Mini Lessons

Homework

1. Complete the week 27 challenge question (BW) – In Class

2. Complete BG-Cycles mini lesson (Part 1 & 2) – 2/21

3. Notebook Assessment 3-3 (Teacher Review)

2nd, 6th – 2/20	3rd – 2/21

4. Quiz 3-7: Notebook and Lab Concepts – 2/22

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

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.

How many of the biogeochemical cycles can you name? A biogeochemical cycle is a natural process or transfer of materials that provides necessary parts of our environment needed to sustain life.

Example: Water Cycle

Can you name any others? *Student with the most named wins!*

Linked Documents and Class Resource

*NB Assessment Rubric**

Biogeochemical Cycles – Mini Lessons Rubric ↓

District Content Descriptor:

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Fayette County 2018-19 District Content Map

Date: February 21. 2019 | **School Day:** 115

Learning Objectives – "Students CAN…"

1. Analyze and respond to this week's YouTube (Q-Review) BW

2. Biogeochemical Cycles – Student Teaching / Mini Lessons (Day 2)

Assessment

In-class completion of the notebook/bell work

Biogeochemical Cycles – Student Teaching / Mini Lessons

Homework

1. Complete the video Q-Review (BW) – In Class

2. Complete BG-Cycles mini lessons (Part 3) – 2/25

3. Notebook Assessment 3-3 (Teacher Review)

3rd – 2/21

4. Quiz 3-7: Notebook and Lab Concepts – 2/22

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

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

1. **Define: Biogeochemical Cycle – What do these cycles do?**
2. **What does Bozeman mean when he says that "matter is conserved"?**
3. **What "pneumonic" can we use to remember these essential elements?**
4. **Compare the terms limiting factor and limiting nutrient. Explain how they are the same.**

Linked Documents and Class Resource | *NB Assessment Rubric** | *Weekly Video: Biogeochemical Cycles Bozeman (0:00 – 3:15)* | *Biogeochemical Cycles – Mini Lessons Rubric ↓*

District Content Descriptor:

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Fayette County 2018-19 District Content Map

Date: February 22. 2019 | **School Day:** 116

Learning Objectives – "Students CAN…"

1. Sharing Ideas – Write a paragraph in your science journal using the BW writing prompt.

2. Quiz 3-7: Lab and notebook concept mastery check (Summative)

Assessment

In-class completion of the notebook/bell work

Quiz 3-7: Lab and notebook concept mastery check (Summative)

Homework

1. Complete the science journal entry (BW) – In Class

2. Complete BG-Cycles mini lessons (Part 3) – 2/25

3. Return signed grade sheet – 2/25

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)**

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.

Bell work

Science Journal: Week 27

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

When it comes to SCIENCE, I feel…

Linked Documents and Class Resource | *Quiz 3-7** | *Biogeochemical Cycles – Mini Lessons Rubric ↓*

District Content Descriptor:

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Fayette County 2018-19 District Content Map

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2. **What does Bozeman mean when he says that "matter is conserved"?**
3. **What "pneumonic" can we use to remember these essential elements?**
4. **Compare the terms limiting factor and limiting nutrient. Explain how they are the same.**

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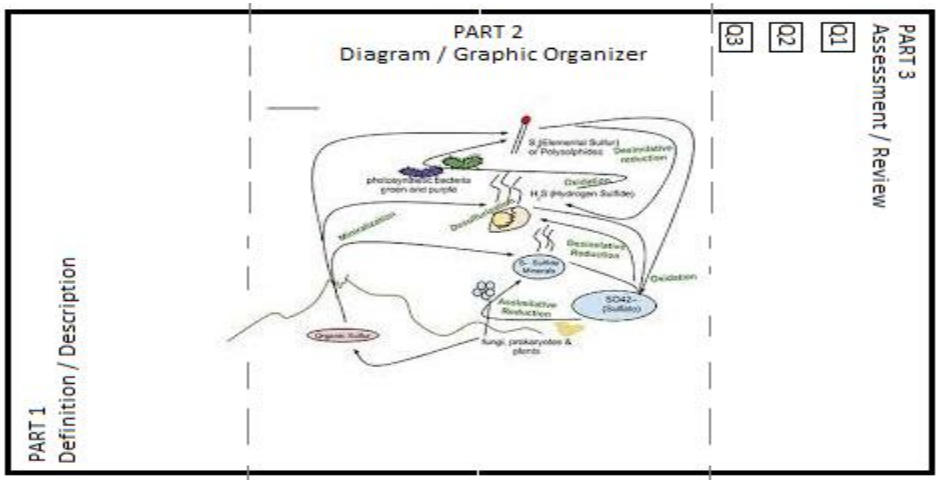
Activity Vocabulary | Biogeochemical Cycles

Atmosphere Biosphere Carbon Cycle Hydrosphere Limiting Nutrients / Phosphorous and Nitrogen Lithosphere	Nitrogen Cycle Nitrogen Fixation Phosphorus Cycle Sulfur Cycle Water Cycle

Activity Rubric

PART 1	**PART 2**	**PART 3**
Provide a <u>definition</u> of the cycle and identify who/what is involved as its parts are naturally exchanged/recycled. How does this cycle benefit living-organisms on Earth?	Demonstrate how it works using a <u>diagram</u>. Students will design a visual graphic organizer that reflects the exchange described in **PART 1**	Design a three-question assessment to review the key parts of your cycle. **Focus on Function** – Where do the exchanges occur? How does this cycle assist in growth and the success of life on Earth? What happens when this system breaks down?



Small Group Presentations

Each group will present their mini-lesson to the class. Select review questions submitted by each group will be used to create the activity assessment. Students in the audience are responsible for the content of those presenting as well as their own. **Notes will be allowed on the activity assessment.*