

Learning Objectives – “Students CAN...”

1. Analyze new concept vocabulary – Vocabulary Enhancement (BW)
2. (Per 1 – 3) Eco-Puzzle Handout / Bill Nye Attic & (Per 6 – 7) Complete biogeochemical cycles mini lesson(s)

Assessment

In-class completion of the notebook/bell work

Complete Biogeochemical Cycles mini lesson (Teach it!)

Homework

1. Complete the week 28 vocabulary – In Class
2. (Per 1-3) Complete Eco-Puzzle Handout – In Class
3. Complete BG Cycles mini lessons – BG Cycles assessment to follow – In Class
4. Bring in throw-away materials for building a cell – 2/27

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

Biogeochemical Cycles – Mini Lessons Rubric ↓

*Vocabulary 14-2**

*BG Cycles Scoring Rubric**

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. Complete biogeochemical cycles mini lesson(s) / Assessment

Assessment

- In-class completion of the notebook/bell work
- Complete biogeochemical cycles mini lesson(s) / Assessment

Homework

1. Complete the Article Q-Review – In Class
2. Complete BG Cycles mini lessons – BG Cycles assessment to follow – In Class
3. Bring in throw-away materials for building a cell – 2/27

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** – What is the only disease that impacts more people that “snail fever”?
2. What would the world health organization like to accomplish by 2025?
3. How do you contract “snail fever” and what can do to keep from getting it?
4. Using the data provided, where did they find the highest concentration of **infected rats**?
5. Why are the results of their investigation concerning – scientifically?

Linked Documents and Class Resource

*Biogeochemical Cycles –
Mini Lessons Rubric* ↓

[Weekly Article: Schistosomes – Microscopic Ecology](#)

[Biogeochemical Cycles Assessment](#)

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. Use critical thinking to solve a problem. (BW)
2. Biology Unit Introduction / Cell Models and Organelles Test – Using collected and classroom supplies build a model of a plant or animal cell with all the appropriate organelle/structures.

Assessment

In-class completion of the notebook/bell work

Using collected and classroom supplies build a model of a plant or animal cell with all the appropriate organelle/structures.

Homework

1. Complete the week 28 challenge question (BW) – In Class
2. Complete (Part 1) cell construction and labels – 3/1

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 organelle/structures found inside an animal or plant cell can you name? Student naming the most will win this week’s prize.

Linked Documents and Class Resource

[Cell Model Project](#)

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. Analyze and respond to this week’s YouTube (Q-Review) [BW](#)
2. Biology Unit Introduction / Cell Models and Organelles Test – Using collected and classroom supplies build a model of a plant or animal cell with all the appropriate organelle/structures.

Assessment

In-class completion of the notebook/bell work

Using collected and classroom supplies build a model of a plant or animal cell with all the appropriate organelle/structures.

Homework

1. Complete the video Q-Review (BW) – In Class
2. Complete (Part 1) cell construction and labels – 3/1
3. Cell Presentations / Organelle Study REQUIRED – 3/4

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.

Today’s video uses VR technology allowing us to look around as we explore the different organelles of the cell. You must complete the functions of all the organelles on the study sheet. [Cell Model Project](#)

Linked Documents and Class Resource

[Cell Model Project](#)

[Weekly Video: Cell Explore](#)

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)

Date: March 1, 2019

School Day: 121

Learning Objectives – “Students CAN...”

1. Sharing Ideas – Write a paragraph in your science journal using the BW writing prompt.
2. Biology Unit Introduction / Cell Models and Organelles Test – Using collected and classroom supplies build a model of a plant or animal cell with all the appropriate organelle/structures.

Assessment

In-class completion of the notebook/bell work

Using collected and classroom supplies build a model of a plant or animal cell with all the appropriate organelle/structures.

Homework

1. Complete the science journal entry (BW) – In Class
2. Complete (Part 1) cell construction and labels – In Class
3. Cell Presentations / Organelle Study REQUIRED – 3/4

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

Science Journal: Week 28

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

This week I found out...

Linked Documents and Class Resource

[Cell Model Project](#)

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)

Week 28: February 25 – March 1, 2019

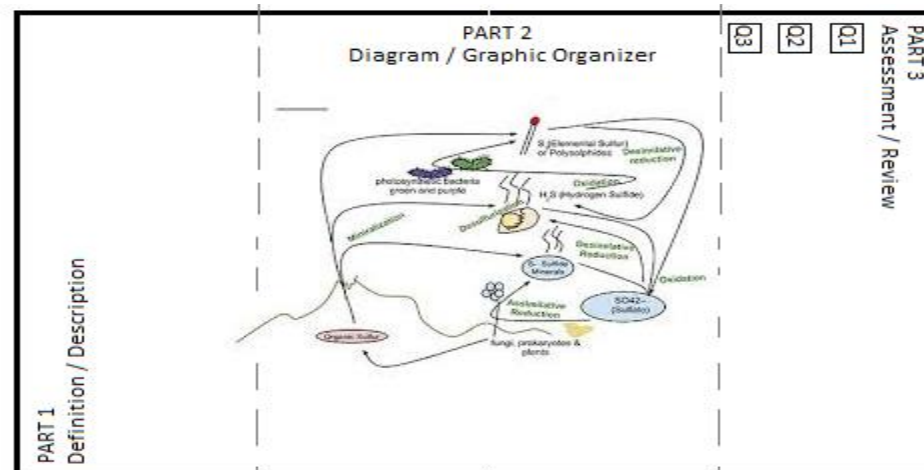
©Weger 2018 - 19

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.*