

MONDAY, JUNE 10th

DO NOW

There are 29 kilograms in 2 slugs and Mass Flow Rate equals Mass divided by Time. These are equations of Environmental Destruction!

Know: $29kg = 2slug$

$$MassFlow = \frac{Mass}{Time}$$

Asked: What Time in hours will it take for 153slugs of trash to reach NYC with a Mass Flow Rate of $17\frac{slugs}{hr}$?

TODAY'S PLAN

1. Do and review the **DO NOW** and **Qualitative Prompt (QP)**!

- Today's **QP** = DESIGN and DRAW a MACHINE/METHOD to SOLVE/REPAIR one of the following Ecological Issues; Global Warming due to Greenhouse Gas Emissions, Degraded Land due to Mining, Water Pollution, Poaching, or TOO MUCH TRASH!

2. Open books, **WORK** on today's **AO**!

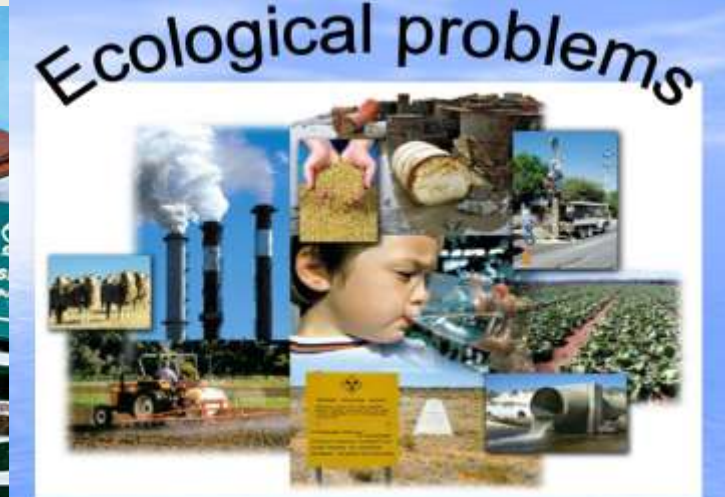
3. ***HW** = Read SGS & Bring QUESTIONS!

TODAY'S ACADEMIC OBJECTIVE

Today you will **SHARE** your method to **EDUCATE** others about the **ECOLOGICAL ISSUES** in **BIOMES**!

Yesterday's Homework Review

- *HW = WORK on BIOME GAMES!!!
 - Who wants to PRESENT their HALL OF FAME GAME for some **BLUE!**



Quick Lab Steps – BioM Board Games

- Using the Biome you researched in our TECH CHEX from yesterday, your job is to DESIGN a GAME (it need not be a Board Game!) that conveys information about your BIOME when PLAYED!
- Your Game MUST somehow incorporate **5** of the **7** following factors (**the last two are MANDATORY!**);
 - The GEOLOGIC Features in your BIOME!
 - A MAP showing where your Biome is LOCATED!
 - Some DATA about the Abiotic Factors (Temperature, Light, Rainfall, and OTHER conditions) within the BIOME!
 - The ORGANISMS found in your Biome!
 - How HUMANS survived there/how HUMAN ACTIVITYY impact the BIOME!
 - A “Punny” name!**
 - One significant Ecological DANGER/PROBLEM/ISSUE found within your BIOME!**
- Finally, answer any HW Problems/Questions!



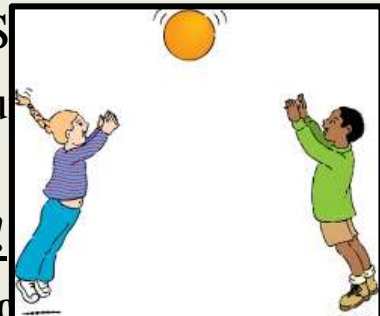
SCIENTISTS SOLVE PROBLEMS

Quick Lab Steps – BioM Board Games

1. Using the Biome you researched in our TECH CHEX from yesterday, your job is to DESIGN a GAME (it need not be a Board Game!) that conveys information about your BIOME when PLAYED!

2. Your Game MUST somehow incorporate 5 of the 7 following factors (the last two are MANDATORY!):

1. The GEOGRAPHY **You MUST make a REAL-LIFE representation/MODEL of your GAME with RULES explaining how it works!**
2. A MAP showing the BIOME
3. Some DATA (Temperature, Rainfall, and OTHER conditions) within the BIOME!
4. The ORGANISMS within the BIOME!
5. How HUMANS survive within the BIOME!
6. **A “Punny” name!**
7. **One significant Ecological problem within your BIOME!**

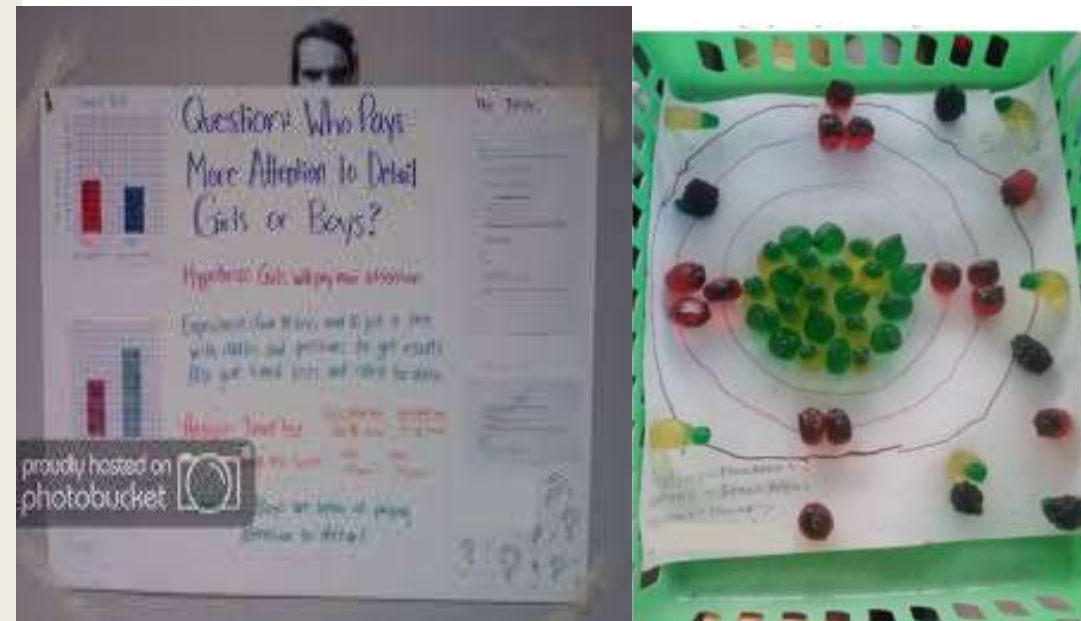


3. Finally, answer any HW Problems/Questions!

Class Records and HOF – Mr. Floyd’s Website

- In order to further cultivate student motivation, positivity, and our class culture the Chef made a page DEDICATED to his Student Scientists Accomplishments!
- Here I will list “Class Records” and a “Hall of Fame” of the most EPIC projects and student work I have ever seen!
- If you believe that your work is “worthy of the hall” PLEASE let me know and we can showcase it on our website!

- **Link:**
<https://cheffloyardee.github.io/Class%20Records%20&%20HOF>



Quick Lab Steps – BioM Board Games

1.

Possible

DANGERS/PROBLE

MS/ISSUES your

Biome could face:

• Resource Abuse

• Eutrophication

• Lack of

Biodiversity

• Overpopulation

• Ozone Layer Hole

leading to too

much UV

Radiation

• Greenhouse Gas

Effect

• Water Pollution

• Thermal Pollution

• Land Degradation

• Over-Farming

• Nuclear Waste

• Electronic Device

Waste

• Landfills

• Endangered

Species

• Wasting

Water/Food

• Sewage

• Mercury in Water

• Overfishing/

Overhunting

• Urbanization

• Air Pollution

• Acid Rain

• Acid Mine

Runoff/Strip

Mining

• Forest Fires

• Diseases

• Plastic Pollution

• Invasive Species

• Glacial Ice Melt

• Oil Spills/Oil

Dumping

• Chemical Pollution

• Lead Pollution

• Biological

Pollution

• Nanoparticle

Pollution

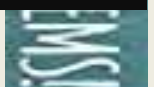
• Vehicle Exhaust

• Deforestation

• Desertification

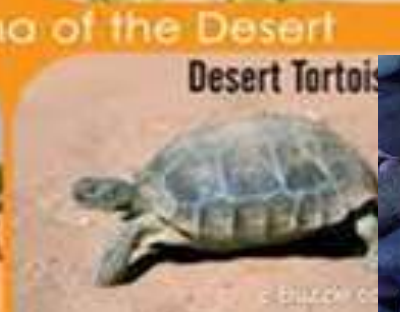
2.

3.



Quick Lab– Future Notice!

- NOTE! Upon finishing your Quick Lab GAME, you will have the OPTIONAL OPTION to earn a little **BLUE** if you either PRESENT your chosen BIOME or INCLUDE relevant “BIOME Materials” inside!

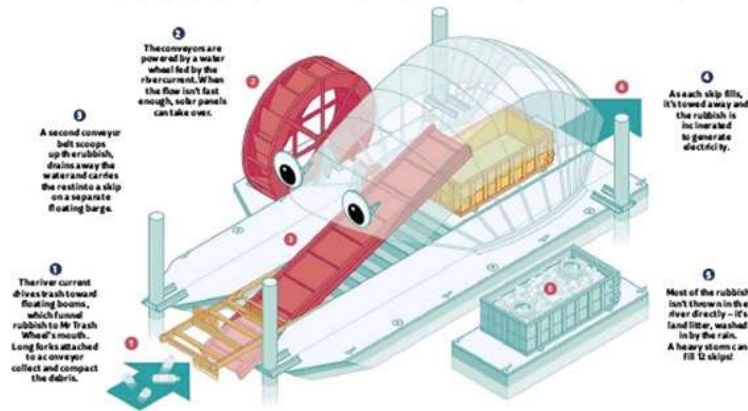


TUESDAY, JUNE 11th

DO NOW

Know:

Mr Trash Wheel cost \$720,000 (£60,000) to build, and has now been joined by Professor Trash Wheel, a 'female' version in a different part of the harbour.



Asked: What is this machine **most likely** used for?

- A:** Scaring children **B:** Eating beach-goers
C: Cleaning up trash in the ocean

TODAY'S PLAN

1. Do and review the **DO NOW** and **Qualitative Prompt (QP)**!
 - Today's **QP** = QP QUIZ PREP = Take out your SGS (STUDY GUIDE SLIDE) and ANSWER two questions from it; ONE from the DO column and ONE from the KNOW column!
2. Open books, **WORK** on today's **AO!**
3. ***HW** = STUDY FOR ECO FINAL!

TODAY'S ACADEMIC OBJECTIVE

Today you will **REVIEW** the Fundamentals of **ECOLOGY** in order to **PREPARE** for the **ECOLOGY FINAL!**

THE SGS - STUDY GUIDE SLIDE – ECOLOGY FINAL

• Students must KNOW:

1. What is Ecology? What are the “levels of Ecological Organization” ordered from smallest to largest?
2. What is a Limiting Factor? What is Carrying Capacity? What are examples of Biotic and Abiotic Factors that could lead to Competition and/or reduced Population Growth?
3. What is a Producer, Consumer, Decomposer, Herbivore, Carnivore, and Omnivore?
4. What are examples of the four main Species Interactions (Cooperation, Competition, Predation, & Symbiosis) and the three types of Symbiosis (Mutualism, Commensalism, & Parasitism) and how are they different?

• Students must be able to DO:

1. Contrast a Habitat & Niche and the difference in reading a Food Chain & Food Web.
2. Identify and Graph Eco Graphs with 2 Y-Axes such as “Predator VS Prey”.
3. Compare and Contrast “K” and “R” Species.
4. Describe the climate, location, issues, and other characteristics of the Major Land and Water Biomes.



THE SGS - STUDY GUIDE SLIDE – ECOLOGY FINAL

Students must KNOW:

1. The study of Organisms and their Interactions with the Environment. Individual Organism/Species, Population, Community, Ecosystem, Biome, and Biosphere.
2. Factors that limit the growth of a Population (Less Births/Immigration or more Deaths/Emigration). The maximum number of individuals of a given Species that an area can support. See Pg. 6-7 & Pg. 34-38.
3. See Pg. 20-21.
4. See Pg. 38-39 and Pg. 44-50.

Students must be able to DO:

1. Habitat = an Organism's Home, Niche = an Organism's Role/Job aka how they SURVIVE in their Ecosystem. Both Food Chains and Food Webs show the TRANSFER of energy in an Ecosystem via feeding relations, and both USUALLY start with the Sun. Food Chains only show one path while Food Webs are more complex and show many paths/relationships.
2. See QP 5-13, 5-14, 5-15, 5-16, and 6-5.
3. "K" Species (Ex: Chimps) are larger, have fewer offspring, and live longer. "R" Species (Ex: Snails) are smaller, have many offspring, but live shorter lives.
4. See Pg. 62-85 + the Tech Chex HW.



THE SGS - STUDY GUIDE SLIDE - ECOLOGY FINAL

Students must KNOW:

1.

2.

3.

4.

The screenshot shows a website with a navigation bar at the top containing links for 'Home', 'About & CV', 'Class Resources', 'PowerPoint Notes', and 'Class Records & HOF'. The main content area features two large, bold headings: 'Class Resources' and 'Class Links'. Below these headings, the text 'THE SGS - STUDY GUIDE SLIDE' is displayed. Underneath, there are two links: 'Mr. Floyd's Class Syllabus' and 'Mr. Floyd's Class Rules & Expectations'. At the bottom of the page, there are links for 'Email' and 'TASD Website'.

Students must be able to DO:

Contrast a Habitat & Niche
and the difference in
drawing a Food Chain &
Food Web.

Identify and Graph Eco
graphs with 2 Y-Axes such
as 'Predator VS Prey'.

Compare and Contrast "K"
and "R" Species.

Describe the climate,

Predation

Symbiosis (Mutualism, Commensalism, &
Parasitism) and how are they different?

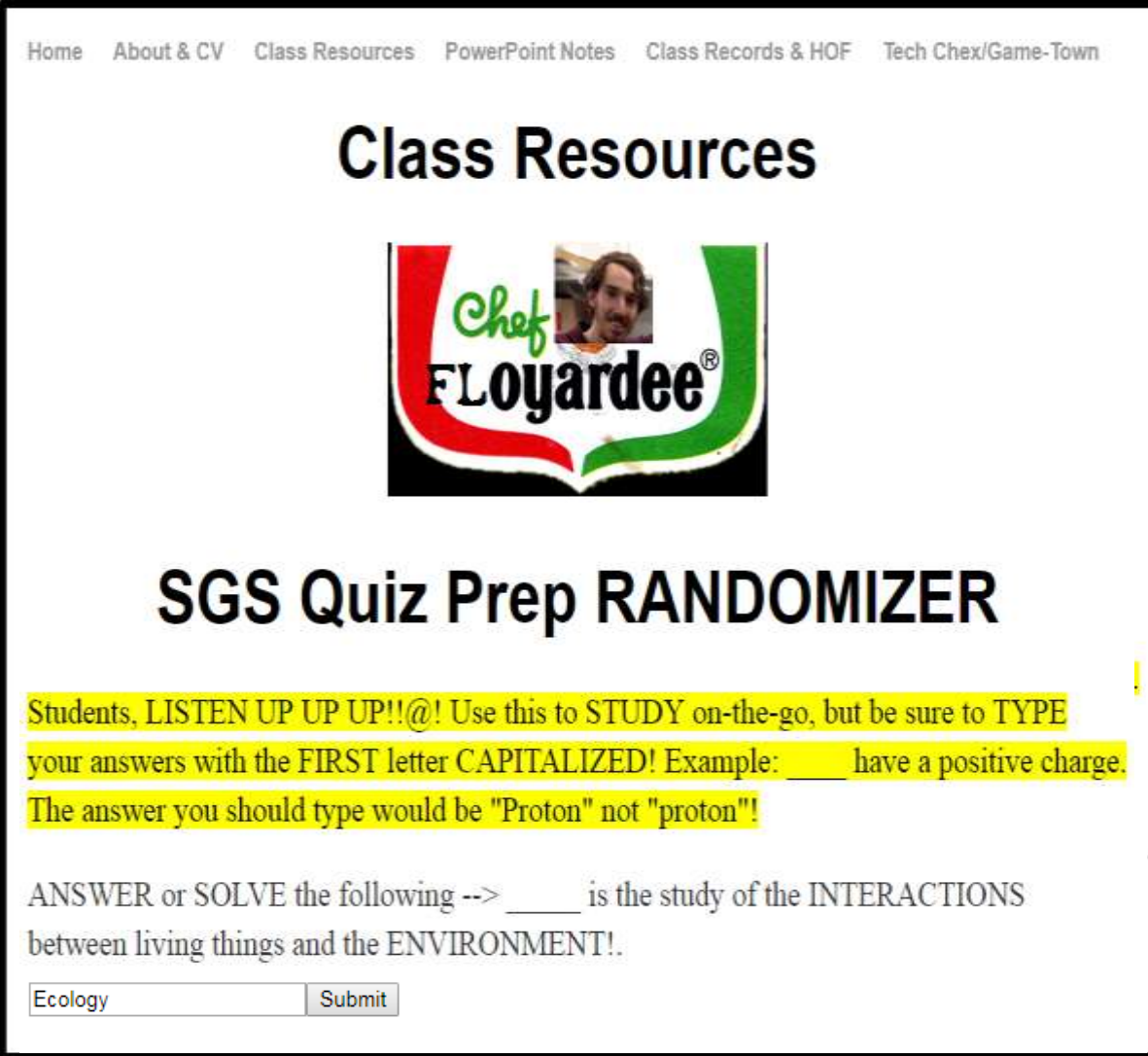


Land and Water Biomes.

Mr. Floyd's Website – Study Guide


Slide Quiz Prep RANDOMIZER!

- Students! Listen UP! To make STUDYING for class more EFFICIENT and FUN, Mr. Floyd has created the STUDY GUIDE SLIDE QUIZ PREP RANDOMIZER!
- You can now study with EASE from ANY device (even phones!) by using the program found at the top of the CLASS RESOURCES page!
- The CHEF always COOKS UP the best for his students!
- **Link:**
<https://cheffloyardee.github.io/Class%20Resources>



Home About & CV Class Resources PowerPoint Notes Class Records & HOF Tech Chex/Game-Town

Class Resources



SGS Quiz Prep RANDOMIZER

Students, LISTEN UP UP UP!!@! Use this to STUDY on-the-go, but be sure to TYPE your answers with the FIRST letter CAPITALIZED! Example: _____ have a positive charge. The answer you should type would be "Proton" not "proton"!

ANSWER or SOLVE the following --> _____ is the study of the INTERACTIONS between living things and the ENVIRONMENT!.

Ecology Submit

WEDNESDAY, JUNE 12th

DO NOW

Know: Take out your SGS (Study Guide Slide!) and FINISH UP any last-minute STUDYING!

FINALS

Asked: Take out your SGS (Study Guide Slide!) and FINISH UP any last-minute STUDYING!

TODAY'S PLAN

1. Do and review the **DO NOW** and **Qualitative Prompt (QP)**!
 - Today's **QP** = QP QUIZ BONUS = SKETCH and LABEL the TWO ORGANISMS that combine to form a LICHEN, then WRITE what type of SYMBIOSIS Lichens POSSESS, and then GIVE an example of an Organism that DOES NOT need the SUN to survive!
2. Open books, **WORK** on today's **AO**!
3. ***HW** = Check Grades on PORTAL!

TODAY'S ACADEMIC OBJECTIVE

Today you will **UTILIZE** your Scientific Mind in order to **ASCEND** past the **ECOLOGY FINAL**!



THURSDAY, JUNE 13th



DO NOW

• In your notebooks, to be checked, solve this problem...
 There are only 180 days in 1 8thGrade, 6 different DO NOWs (DN) in 1 day, and 132 Students answering 1 DO NOW. These are units of Life!

Know:

$$180 \text{ days} = 1 \text{ 8}^{\text{th}} \text{ Grade} \quad 6 \text{ DN} = 1 \text{ day}$$

$$132 \text{ students} = 1 \text{ DN}$$

Asked: How many Days will it take Mr. Floyd to have checked the work of 3168 Students?

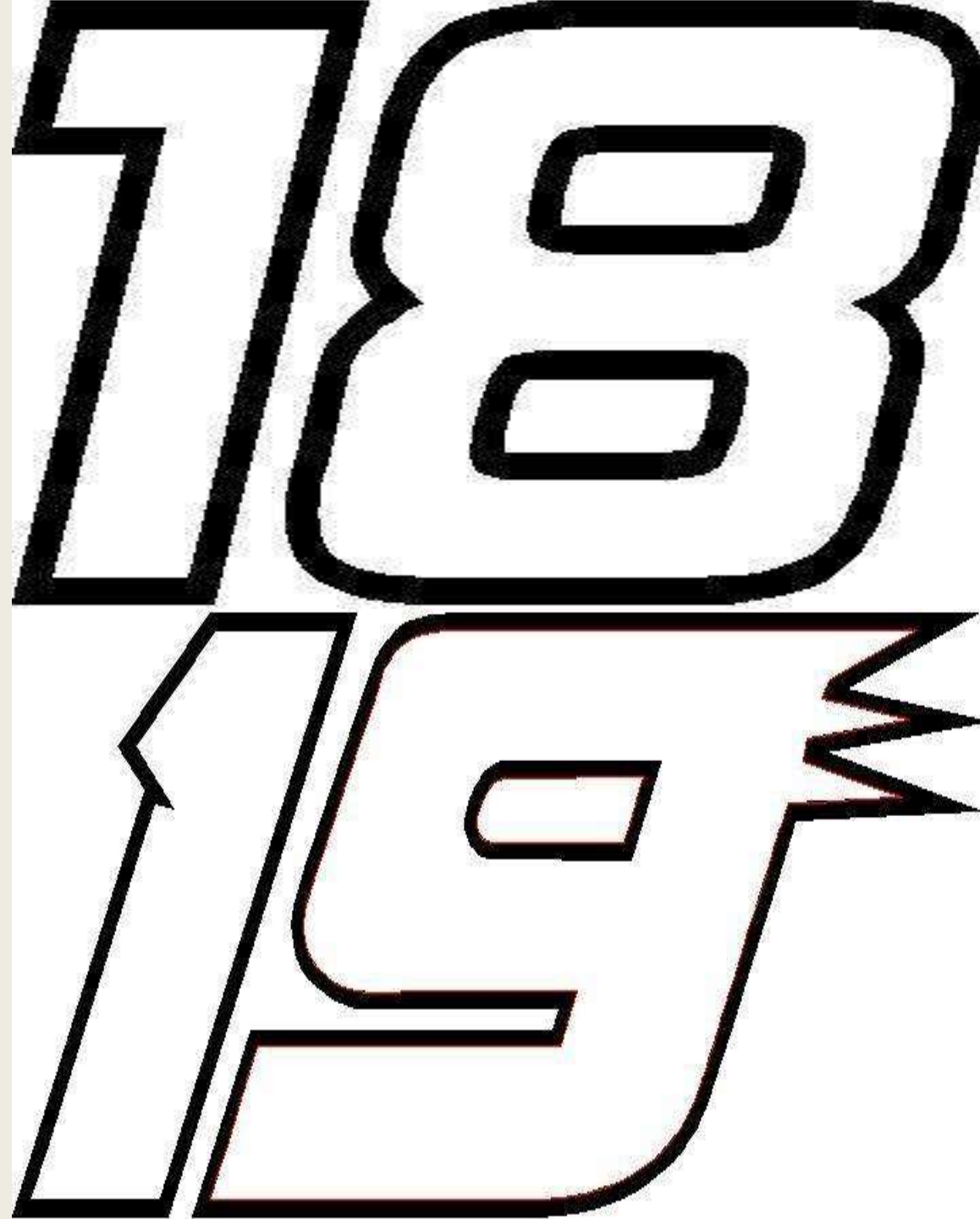
TODAY'S PLAN

1. Do and review the **DO NOW** and **Qualitative Prompt (QP)**!
 - Today's **QP** = QP LIFE PREP = LIST 4 POSITIVE memories about 8th Grade, WRITE 1 QUESTION about SCIENCE that you still want answered, & then DRAW something about Mr. Floyd's CLASS!
2. Open books, **WORK** on today's **AO!**
3. ***HW** = CHECK Grades on the Portal!

TODAY'S ACADEMIC OBJECTIVE

Today you will **REST** your Scientific Minds in order to fully prepare yourself to **ASCEND** into 9th GRADE!

**Mr. Floyd's 2018-2019
8th Grade Science Class**



FRIDAY, JUNE 14th

DO NOW

Know: CHECK your grades on the PORTAL and MAKE-UP any work that is INCOMPLETE!



Asked: CHECK your grades on the PORTAL and MAKE-UP any work that is INCOMPLETE!

TODAY'S PLAN

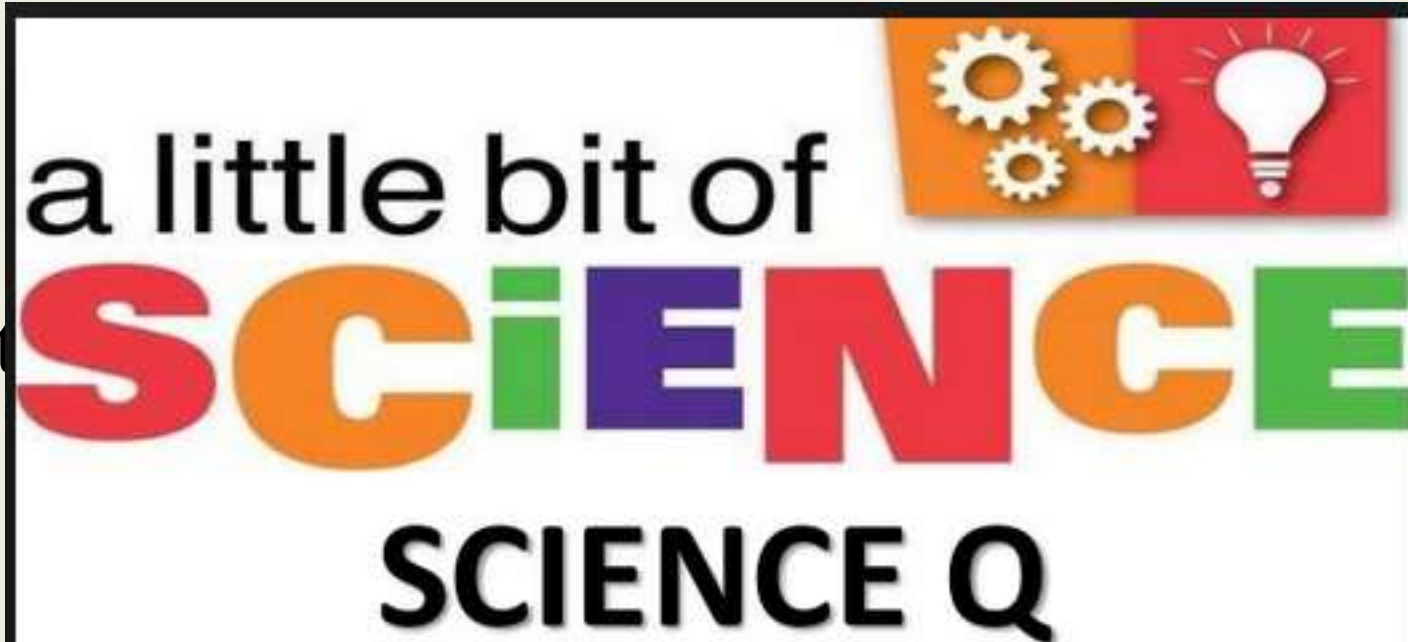
1. Do and review the **DO NOW** and **Qualitative Prompt (QP)**!
 - Today's **QP** = CHECK your grades on the PORTAL and MAKE-UP any work that is INCOMPLETE!
2. Open books, **WORK** on today's **AO!**
3. ***HW** = CHECK your grades on the PORTAL and MAKE-UP any work that is INCOMPLETE + PREPARE for the FUTURE!

TODAY'S ACADEMIC OBJECTIVE

Today you will **UTILIZE** your Scientific Mind in order to **COMPLETE** any and all **INCOMPLETE** assignments!

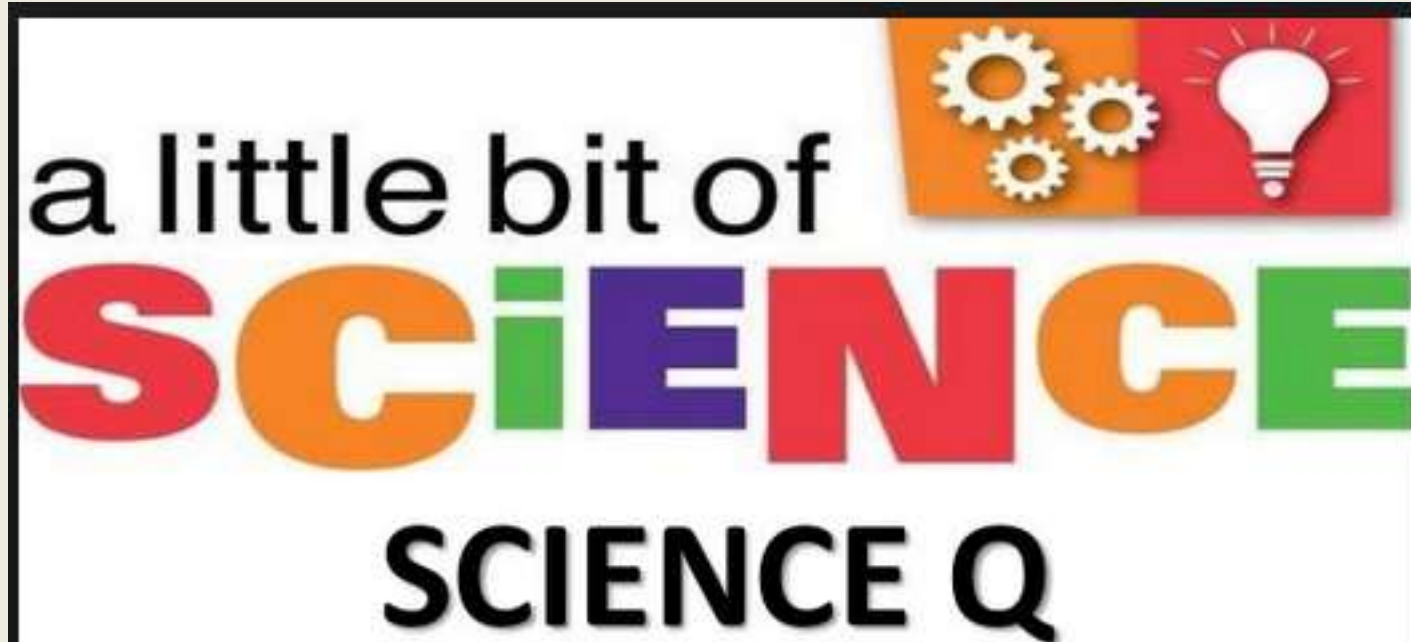
Bell 2 Bell

- We work what in this class?!?!?!
 - **BELL 2 BELL**
- Every single precious **SECOND** of academic instructional time is thus utilized in this classroom!
- You students will thus be vocally quizzed **EVERY DAY** until I **DISMISS** you at the end of class (with a positive greeting and a thank-you of course!).



Bell 2 Bell

- We work **BELL 2 BELL** in Mr. Floyd's class!
- I will thus quiz you about the science we learned today until the very end!
- Let us begin!



Tomorrow's Academic Objective and Plan

- Tomorrow you will REST your Scientific Minds in order to fully prepare yourself to ASCEND into HIGH SCHOOL!
- *HW = CHECK your grades on the Portal!



GRADING SYSTEM

92 - 100 = A Excellent work
83 - 91 = B Above average work
74 - 82 = C Average work
65 - 73 = D Below average work
0 - 64 = F Failure

Grading Policy

- Assessments (Tests, Quizzes, Labs, Etc.) = 40%
- Work (Class Work, Homework, Participation) = 60%
- Extra Credit = ?%



A screenshot of a school portal interface. The top navigation bar includes 'SCHOOL', 'Skills/Standards', and 'Seating Chart'. Below this are search filters for 'Name & Average' and 'Template Options'. A 'MODES' section on the right has toggle switches for 'Attendance', 'Annotation', and 'Thin Column'. A 'Recalculate' button is also visible. The main content area shows a grid of data for various assignments, including 'AT: Submit', 'Attendance', and several 'QP1' and 'DN1' entries. The date '11-28-2018' is displayed at the bottom of the grid.

Tomorrow's Academic Objective and Plan

- Tomorrow you will REST your Scientific Minds in order to fully prepare yourself to ASCEND into HIGH SCHOOL!
- *HW = PREPARE 4 THE FUTURE!

THE SGS - STUDY GUIDE SLIDE - ECOLOGY FINAL

Students must KNOW:

1. What is Ecology? What are the "Ecological Organization" order smallest to largest?
2. What is a Limiting Factor? What is Carrying Capacity? What are examples of Abiotic Factors that could lead to and/or reduced Population Growth?
3. What is a Producer, Consumer, Decomposer, Herbivore, Carnivore, and Omnivore?
4. What are examples of the four main Species Interactions (Cooperation, Competition, Predation, & Symbiosis) and the three types of Symbiosis (Mutualism, Commensalism, & Parasitism)?



Students must be able to DO:

3. Compare and Contrast "K" and "R" Species.
4. Describe the climate, location, issues, and other characteristics of the Major Land and Water Biomes.



High school! What happens to us now will determine our entire futures.

