

SCIENCE SAFETY TEST

1. If a fire erupts, immediately
 - A. notify the teacher.
 - B. run for the fire extinguisher.
 - C. throw water on the fire.
 - D. open the windows.
2. Approved eye protection devices (such as goggles) are worn in the laboratory
 - A. to avoid eye strain.
 - B. to improve your vision.
 - C. only if you do not have corrective glasses.
 - D. any time chemicals, heat, or glassware are used.
3. If you do not understand a direction or part of a laboratory procedure, you should
 - A. figure it out as you do the lab.
 - B. try several methods until something works.
 - C. ask the teacher before proceeding.
 - D. skip it and go on to the next part.
4. After completing an experiment, all chemical wastes should be
 - A. left at your lab station for the next class.
 - B. disposed of according to your teacher's directions.
 - C. dumped in the sink.
 - D. taken home.
5. You have been injured in the laboratory (cut, burned, etc.). First you should
 - A. visit the school nurse after class.
 - B. see a doctor after school.
 - C. tell the teacher at once.
 - D. apply first aid yourself.
6. Long hair in the laboratory must be
 - A. cut short.
 - B. held away from the experiment with one hand.
 - C. always neatly groomed.
 - D. tied back or kept entirely out of the way with a hair band, etc.
7. Which of the following should NOT be worn during a laboratory activity?
 - A. loose clothing.
 - B. dangling jewelry.
 - C. sandals.
 - D. All of the above.
8. Horseplay, practical jokes, or pranks in the classroom are
 - A. always against the rules.
 - B. okay.
 - C. not dangerous.
 - D. okay if you are working alone.
9. When handling animals, students should
 - A. open cages only with permission.
 - B. not tease or handle animals roughly.
 - C. report bites or scratches to the teacher immediately.
 - D. All of the above.
10. If a piece of equipment is not working properly, stop, turn it off, and tell
 - A. the principal.
 - B. your lab partner.
 - C. your best friend in the class.
 - D. the teacher.
11. When you finish working with chemicals, biological specimens, and other lab substances, always
 - A. treat your hands with skin lotion.
 - B. wash your hands thoroughly with soap and water.
 - C. wipe your hands on a towel.
 - D. wipe your hands on your clothes.
12. The following activity is permitted in the laboratory:
 - A. chewing gum.
 - B. eating.
 - C. drinking.
 - D. None of the above.

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DJ Losen



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Help! I'm Teaching Middle School Science C. Jill Swango, Sally Boles Steward, 2003 Like your own personal survival guide Help IOCom Teaching Middle School Science is a nontechnical how to manualOCoespecially for first year teachers But even veteran teachers can benefit from the plentiful ideas examples and tips on teaching science the way middle schoolers learn best The book covers all the basics what to do on the first day of school including icebreaker activities preparing safe and effective lab lessons managing the classroom working with in school teams as well as parents But its practicalOCOand encouragingOCOapproach doesnOCOt mean it shortchanges the basics of effective pedagogy YouOColl learn how to handle cooperative learning and assessment how to help students write effectively and the importance of modeling for early adolescents

The NSTA Ready-reference Guide to Safer Science Kenneth Russell Roy, 2007 As a science educator you know the importance of using best safety practices to protect your students physically during hands on science instruction But do you know how to protect yourself legally even in aging facilities and crowded labs Learn the regulations and how to apply them with this clear easy to use guide to both safety practices and legal standards

Keys to Curriculum Mapping Susan Udelhofen, 2005-02-24 Build bridges to a brighter future when you plan with curriculum mapping What role does curriculum mapping play in addressing all content standards How does it promote staff development How can educators use curriculum mapping to match teaching with assessment Proper preparation for the curriculum mapping process insures success and eventual expertise in this highly rewarding process This practical resource provides the tools necessary for successful implementation and exciting results Keys to Curriculum Mapping is packed with templates flowcharts tips and troubleshooting techniques for curriculum mapping Drawing on her own experience as well as her collaboration with curriculum mapping expert Heidi Hayes Jacobs Udelhofen includes processes for Finding time for curriculum mapping Sharing information with colleagues within the curriculum mapping framework Adapting curriculum mapping to support other school based programs Utilizing curriculum mapping to implement No Child Left Behind initiatives Curriculum mapping provides more than a map of curriculum units assessment formats and scheduling it allows educators to build relationships improve schools and meet assessment goals

Handbook on Agricultural Education in Public Schools Lloyd James Phipps, Edward W. Osborne, James E. Dyer, Anna Leigh Ball, 2008 The Handbook on Agricultural Education in Public Schools sixth edition is the leading text for college students enrolled in agricultural education programs and it is now available in its sixth edition This edition addresses all components of effective middle school and high school agricultural education programs within the context of national educational policies and trends in schooling Sound philosophical perspectives research based practices and application scenarios are offered throughout This text emphasizes contemporary approaches for developing and delivering agricultural education programs with detailed focus on strategies for enhancing learning in the core subjects experiential learning laboratory instruction and problem solving It is designed as the perfect

reference for university students who are preparing to become agriculture educators in public schools and emphasizes inquiry based problem solving and experiential learning strategies for teaching and learning in agricultural education This established book functions not only as an ideal text but as a professional reference as well **Science Demonstration**

Projects in Drinking Water (Grades K-12) ,1990 **Basic Laboratory Methods for Biotechnology** Lisa A.

Seidman,Cynthia J. Moore,Jeanette Mowery,2021-12-28 Basic Laboratory Methods for Biotechnology Third Edition is a versatile textbook that provides students with a solid foundation to pursue employment in the biotech industry and can later serve as a practical reference to ensure success at each stage in their career The authors focus on basic principles and methods while skillfully including recent innovations and industry trends throughout Fundamental laboratory skills are emphasized and boxed content provides step by step laboratory method instructions for ease of reference at any point in the students progress Worked through examples and practice problems and solutions assist student comprehension Coverage includes safety practices and instructions on using common laboratory instruments Key Features Provides a valuable reference for laboratory professionals at all stages of their careers Focuses on basic principles and methods to provide students with the knowledge needed to begin a career in the Biotechnology industry Describes fundamental laboratory skills Includes laboratory scenario based questions that require students to write or discuss their answers to ensure they have mastered the chapter content Updates reflect recent innovations and regulatory requirements to ensure students stay up to date Tables a detailed glossary practice problems and solutions case studies and anecdotes provide students with the tools needed to master the content The Science Teacher ,2009 **Becoming a Better Science Teacher** Elizabeth

Hammerman,2006-06-23 A very exciting and user friendly text dealing with standards and making practical connections to assessment and teaching and with excellent examples throughout Gary Willhite Teacher Educator Southern Illinois University Create a new vision for high quality science teaching In today s standards based educational climate teachers are challenged to create meaningful learning experiences while meeting specific goals and accountability targets In her essential new book Elizabeth Hammerman brings more than 20 years as a science educator and consultant to help teachers connect all of the critical elements of first rate curriculum and instruction With this simple straight on guide teachers can analyze their existing curriculum and instruction against a rubric of indicators of critical characteristics related standards concept development and teaching strategies to develop students scientific literacy at the highest levels Every chapter is packed with charts sample lesson ideas reflection and discussion prompts and more to help teachers expand their capacity for success Hammerman describes what exceptional teaching looks like in the classroom and provides practical teacher friendly strategies to make it happen This research based resource will help teachers Reinforce understanding of standards based concepts and inquiry Add new content methods and strategies for instruction and assessment Create rich learning environments Maximize instructional time Ask probing questions and sharpen discussion Include technology Gather

classroom evidence of student achievement to inform instruction Through a new clear vision for high quality science teaching this book gives teachers everything they need to deliver meaningful science instruction and ensure student success and achievement

Chemistry Thomas Kardos,2003 This book provides a cornerstone for understanding atomic structure chemical bonding chemical reactions the periodic table and more It contains teacher demos and lab activities that stimulate scientific inquiry checked for safety and designed for easy inexpensive use

Argument-Driven Inquiry in Physical Science Jonathon Grooms,Patrick J. Enderle,Todd Hutner,Ashley Murphy,Victor Sampson ,2016-10-01 Are you interested in using argument driven inquiry for middle school lab instruction but just aren t sure how to do it Argument Driven Inquiry in Physical Science will provide you with both the information and instructional materials you need to start using this method right away The book is a one stop source of expertise advice and investigations to help physical science students work the way scientists do The book is divided into two basic parts 1 An introduction to the stages of argument driven inquiry from question identification data analysis and argument development and evaluation to double blind peer review and report revision 2 A well organized series of 22 field tested labs designed to be much more authentic for instruction than traditional laboratory activities The labs cover four core ideas in physical science matter motion and forces energy and waves Students dig into important content and learn scientific practices as they figure out everything from how thermal energy works to what could make an action figure jump higher The authors are veteran teachers who know your time constraints so they designed the book with easy to use reproducible student pages teacher notes and checkout questions The labs also support today s standards and will help your students learn the core ideas crosscutting concepts and scientific practices found in the Next Generation Science Standards In addition the authors offer ways for students to develop the disciplinary skills outlined in the Common Core State Standards Many of today s middle school teachers like you want to find new ways to engage students in scientific practices and help students learn more from lab activities Argument Driven Inquiry in Physical Science does all of this while also giving students the chance to practice reading writing speaking and using math in the context of science

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