**Chemistry in the News**

**Due the 15th of each month. If the 15th is a weekend, it is due that Friday BEFORE it.**

“Why do we have to learn this?” is a question that teachers often hear from students. The objective of thescience in the news report is to show you how relevant science is to your daily life. Even if you do not chose tobecome a doctor or forest ranger it is my hope as a teacher that you will always understand that science has avery real and important connection to your life.

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| Instructions: |
| * Find newspaper, magazine, or internet article on some aspect of CHEMISTRY that are of interest to you * It must be related to a topic we have covered within the last month * The article you choose must not have been published more than 6 months ago and be a ***minimum*** of five paragraphs (25-30 sentences.) * Article can be from internet, newspaper, or magazine * Print out the article OR Neatly tape (do not paste) the entire article to an 8 ½" X 11" sheet of paper.  Yes, often you will need to use several sheets of paper.  Do not come to class with parts of the article hanging off or folded onto the paper.  **Cut and tape neatly**. Attach it to the **BACK** of the assignment. * Write a two paragraph summary of the news article that includes: * Paragraph #1: who, what, when, where, why, how * Paragraph #2: Your opinion: Write your reaction to at least five sentences, in which you describe what you think and how you feel about the article. Provide evidence with your opinions. Explain how does this article connect to a topic we learned.   **You can start your sentences with starters like:**   |  |  | | --- | --- | | * I think ... because... * I can relate to this... because * I feel... because... * I chose this article... because * I'm confused... because * I agree/disagree... because * This upsets me... because * I still wonder... because * I liked this article... because * This is interesting... because | **Make sure to add a BECAUSE to these sentences.**  Wrong: I like this article.  Right: I liked this article because it helped me see that scientists are humans who do not always know what they are doing. |  * List three words you do not know from the article + provide a definition that explains what the word means in the article (do not choose words like “the” or “science.” Actual words you do not know!!!! * Cite the article using APA format |

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| Format |
| Imagine this as your sheet of paper  Amanda Brown  Chemistry, Period 2  Ms. Francois  October 15, 2014  **Chemistry in the News (October): *The Curse of Kicking – It’s Bowlegs from Balls***  **Summary:**  Belgian researchers, in a study of 550 soccer players ages 13 to 18 have discovered that soccer develops bowlegs, and that the gap between the knees, when the feet are together, increases with the more years they have played. The researchers believe that kicking the bowl overdevelops the muscles on the inside of the knee joints which pulls the leg outward with the child’s growth. Stretching these muscles and strengthening the knees outer muscles may keep bowlegs from developing.  **Analysis:**  My reason for choosing this article is because my soccer-playing son is very bowlegged and my husband and I have always wondered where his bowlegs came from. Neither of us have bowlegged relatives. He has played soccer since preschool. This article may provide an explanation. This article is important to societybecause so many young people play soccer and the problem can be more than just appearance, since bowleggedness can increase the risk of arthritis later in life. The article suggests a solution to the problem may exist in special stretching exercises. Not only does this article connect to me but it also connects to what we are currently learning in Anatomy & Physiology because we just learned about the skeletal system. This is an example of a skeletal disorder.  **Vocabulary:**   1. **Bowleg**: a leg with outward curvature 2. **Joint**: in anatomy, a place or part where two bones or corresponding structures are joined, usually so that he can move 3. **Ligament:** in anatomy, a band of tough tissue serving to connect one bone to another, or to hold an organ in position: it is white, solid, inelastic, tendinous substance, softer than cartilage, but harder than membrane.   **Works Cited:**  Franzen, H. (2002). The curse of kicking. *Popular Science* 4.2: 1-3. Print. |

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| Suggested sources for articles: |
| ABC News: [www.abcnews.go.com](http://www.abcnews.go.com)  Astronomy Magazine: <http://www.astronomyu.com/home.asp>  CBS News: [www.cbsnews.com](http://www.cbsnews.com)  CNN: [www.cnn.com](http://www.cnn.com)  Discovery Channel News: <http://dsc.discovery.com/news/news.html>  Fox News: [www.foxnews.com](http://www.foxnews.com)  Geology.com (news): http://geology.com/news/  Los Angeles Times, Science: <http://www.latimes.com/news/science>  National Geographic News: <http://news.nationalgeographic.com>  Nature: <http://www.nature.com/nature/>  NBC News: [www.msnbc.com](http://www.msnbc.com)  Popular Science Magazine: <http://www.popsci.com/popsci>  Science Daily: http://www.sciencedaily.com/  Science Matters (science news and a monthly guide to science on TV): [http://www.sciencematters.com](http://www.scinecematters.com)  Science News: [www.sciencenews.org](http://www.sciencenews.org)  Scientific American: <http://sciam.com/>  Sky and Telescope: <http://skyandtelescope.com>  USA Today, Science: <http://www.usatoday.com/news/science/digest.htm>  The Why Files (explains the science and math, and technology behind headline news): <http://whyfiles.org> |

**CURRENT EVENTS RUBRIC**

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|  | **Proficient**  **15 pts** | **Developing**  **10 pts** | **Needs work**  **5 pt** |
| **Summary** | Captures and communicates the main points of the article | Captures some of the main points or does not stick to the main points and includes too much supportive information | Reflects little understanding of the main points of the article |
| **Analysis** | Aptly expresses why the article is of significance to society and why, personally, he/she chose the article | Expresses either why the article was chosen or how the article is significant to society but not both | Does not express why the article was chosen or how the article is significant to society. |
| **Vocabulary** | Three difficult words chosen and defined | Words of questionable difficulty defined | Fewer than three words defined |
| **Format** | Follow typed format, cites source properly, and attached article | One of the four listed is missing. | Two of the four listed are missing. |
| **Writing** | All statements are in student’s own words. | One phrase very similar to one in the original article | Two or three phrases very similar to ones in the original article |
| **Length of article** | Original article is at least 25 sentences long. | Article is 16 to 24 sentences in length. | Original article is 15 or less sentences. |

**TOTAL from rubric: \_\_\_\_\_\_\_\_\_\_ + 10 points** will be added for including your full name, subject and period, teacher, and date

**FINAL TOTAL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note:* If your article is not related to science OR has four or more phrases similar to those in the original article OR you do not turn in an article, the assignment will be returned to you and you will receive no credit. If you do not turn in an article, It may be redone within two days and returned with 20 points deducted.

\*\*\* You will have one point counted off for every 3 mistakes (i.e. spelling, grammatical, etc). If you correct your mistakes within 2 days, you will be given your points back.