

# Collierville Middle School Learning-At-a-Glance

Teacher's Name: **Gitter**

Course: **8th Grade Advanced Science**

**Dates of Learning: Week 6: September 8 - 12**

Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Standard:</u></b> 8.ESS2.1 - Analyze and interpret data to support the assertion that rapid or gradual geographic changes lead to drastic population changes and extinction events.	<b><u>Standard:</u></b> 8.ESS2.1 - Analyze and interpret data to support the assertion that rapid or gradual geographic changes lead to drastic population changes and extinction events.	<b><u>Standard:</u></b> 8.LS4.2 - Construct an explanation addressing similarities and differences of the anatomical structures and genetic information between extinct and extant organisms using evidence of common ancestry and patterns between taxa.	<b><u>Standard:</u></b> 8.LS4.2 - Construct an explanation addressing similarities and differences of the anatomical structures and genetic information between extinct and extant organisms using evidence of common ancestry and patterns between taxa.	<b><u>Standard:</u></b> 8.LS4.2 - Construct an explanation addressing similarities and differences of the anatomical structures and genetic information between extinct and extant organisms using evidence of common ancestry and patterns between taxa.
<b><u>Learning Target(s):</u></b> I can analyze scenarios to determine if events that led to drastic population changes and extinction events were the result of rapid or gradual changes.	<b><u>Learning Target(s):</u></b> I can create scientific explanations to support the assertion that rapid or gradual changes lead to drastic population changes and extinction events and interpret such changes on a graph.	<b><u>Learning Target(s):</u></b> I can define a theory and evolution.  I can explain the four bodies of evidence scientists have for the theory of evolution.	<b><u>Learning Target(s):</u></b> I will be able to apply my understanding of scientific ideas, such as homologies in skeletal structure, to infer evolutionary relationships from similarities and differences among modern organisms and fossilized organisms.	<b><u>Learning Target(s):</u></b> I can describe the evidence of common ancestry by learning about and analyzing the three main types of homologies (anatomical, developmental, and molecular) to communicate that multiple lines of empirical evidence support common ancestry.
<b><u>In-class Task(s):</u></b> Volcanic Impacts (workbook page 339)  Scope 17 - Explore 1 - Reasons for Extinction (workbook pages 340 - 341)	<b><u>In-class Task(s):</u></b> How Changes to the Environment Affect Living Things Activity  Reading Graphs About Mass Extinction Activity	<b><u>In-class Task(s):</u></b> What is a theory?  What is Evolution?  Evidence for Evolution Video	<b><u>In-class Task(s):</u></b> Scope 2 - Explore 1 - Rats and Elephants: Similar or Different? (workbook pages 20 - 21)  Scope 2 - Explore 2 - Skeleton Sort! (workbook pages 22 - 23)	<b><u>In-class Task(s):</u></b> Scope 2 - Explore 3 - Common Ancestry (workbook pages 24 - 33)
<b><u>Homework:</u></b> Check PowerSchool and make sure things look like you expect  <b><u>Location/Platform:</u></b>  <b><u>Due Date:</u></b>	<b><u>Homework:</u></b>  <b><u>Location/Platform:</u></b>  <b><u>Due Date:</u></b>	<b><u>Homework:</u></b>  <b><u>Location/Platform:</u></b>  <b><u>Due Date:</u></b>	<b><u>Homework:</u></b>  <b><u>Location/Platform:</u></b>  <b><u>Due Date:</u></b>	<b><u>Homework:</u></b>  <b><u>Location/Platform:</u></b>  <b><u>Due Date:</u></b>

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### **Future Assessments**

- Lab Safety Quiz - Friday, August 15
  - [Kahoot! For Lab Safety](#)
- Fossil Record Quiz - Thursday, September 4
- History of Organisms on Earth Test (8.LS4.1, 8.LS4.2 and 8.ESS2.1) - Tuesday, September 23

**\*\*\*These plans are subject to change.\*\*\***