

Collierville Middle School Learning-At-a-Glance

Teacher's Name: **Gitter**

Course: **8th Grade Advanced Science**

Dates of Learning: **Week 3: August 18 - 22**

Monday	Tuesday	Wednesday	Thursday	Friday
Standard: 8.LS4.1 - Using evidence from the geologic timescale, analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth's history. 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.	Standard: 8.LS4.1 - Using evidence from the geologic timescale, analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth's history. 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.	Standard: 8.LS4.1 - Using evidence from the geologic timescale, analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth's history. 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.	Standard: 8.LS4.1 - Using evidence from the geologic timescale, analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth's history. 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.	Standard: 8.LS4.1 - Using evidence from the geologic timescale, analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth's history. 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.
Learning Target(s): I can make observations about the world around me and ask scientific questions about these observations.	Learning Target(s): I can make observations about the world around me and ask scientific questions about these observations.	Learning Target(s): I can make a timeline demonstrating how the Earth has changed over time.	Learning Target(s): I can classify changes to the earth as slow change or fast changes and hypothesize how these different types of events might have affected the living things on Earth.	Learning Target(s): I can model how fossils are deposited over time and identify patterns in the fossil record including mass extinction events.
In-class Task(s): Hand back Lab Safety Quizzes Assign Science Workbooks Finish Setting Up Science Notebooks Put Lab Safety Stuff in Composition Notebook	In-class Task(s): Unit Phenomenon - See-Think-Wonder with Pedro Develop Driving Question Board Start How the Earth Was Made video	In-class Task(s): FIRST PERIOD - 8th Grade Assembly Counselor Visit How the Earth Was Made video	In-class Task(s): Counselor Visits - 1st and 5th How the Earth Was Made video Clues from the Past (workbook pg. 3)	In-class Task(s): Finish How the Earth Was Made video Clues from the Past (workbook pg. 3) STEMscope 1 - Explore 1: Millions of Years Ago (workbook pgs 4 - 6)

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Glossary Update - science, claim, evidence				
Begin Unit Phenomenon - See-Think-Wonder with Pedro				
Homework: If not finished in class - put science, independent, and dependent variable in your composition notebook Location/Platform: paper and Daily Board Due Date: Tuesday, August 19	Homework: Location/Platform: Due Date:	Homework: Location/Platform: Due Date:	Homework: Location/Platform: Due Date:	Homework: Location/Platform: Due Date:
Future Assessments - Lab Safety Quiz - Friday, August 15 Kahoot! For Lab Safety				

These plans are subject to change.