Teacher: Mr. Hergatt	Course Name: 8th Grade Science	Period(s): 4th and 5th
Teacher email address: **shergatt@greevnille.k12.sc.us** **Phone:** **864-355-5665**	**State Standards Link** **HERE**	**Class Website Link** **HERE**

Teacher Name: Mr. Hergatt	Subject: 8th Grade Science

FIRST SEMESTER		SECOND SEMESTER	
QUARTER 1	**QUARTER 2**	**QUARTER 3**	**QUARTER 4**
Week 1	Week 10	Week 19	Week 28
Week 2	Week 11	Week 20	Week 29
Week 3	Week 12	Week 21	Week 30
Week 4	Week 13	Week 22	Week 31
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Note: By clicking on the Hyperlink, it will take you to the lesson Plans for that Week

WEEK 1:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can recall how to use Google Classroom and the rules and procedures of 7th grade science class.	**Agenda** Teacher Specific Slideshow/Teacher Introduction. Rules and Classroom procedures and expectations. How to use Google classroom and website. Student introductions. (Choose one: Puzzle, Questionnaire, or Gazette) or Flask About Me HERE	Students will successfully answer getting to know me sheet and checking for understanding questions regarding class rules and procedures.

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Tuesday	I can recall how to stay safe in a lab.	**Agenda** Starter: **Line up Game (HERE)** **Students will watch the Greenville County Lab Safety Video (HERE) and sign lab safety video sheet HERE and go over the Lab Safety Contract HERE.** **Mini-Lesson: Lab Safety Maze and Puzzle by Beakers and Ink (TPT). Students will work together to complete this assignment.**	**Students will successfully answer Lab Safety Maze and Puzzle activity sheet.**
Wednesday	I can recall the elements of lab safety.	**Agenda** Collect Lab Safety Contracts from students, signed by parents. (Minor Grade). Lab Safety Review and Quiz (HERE) Lab Safety Color By Number (TPT Folder). Review lab safety quiz answers.	Lab Safety Review and Quiz (HERE)
Thursday	I can recall the elements of lab safety.	**Agenda** Collect Lab Safety Contracts from students, signed by parents. (Minor	**Students will successfully answer lab safety TEST Questions getting at least an**

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		Grade). **Starter: Review questions about Lab Safety, clear up any misconceptions or questions.** **Please watch the following video on Youtube: Lab Techniques & Safety: Crash Course Chemistry #21 or HERE.** **Student Learning/ Practice: Students will take Lab Safety Test HERE. (Minor Grade).**	**80% on their assessment.**
Friday	I can recall that Inertia is a property of matter that varies with the mass of the object.	**Agenda** **1. Student Learning/ Practice: Students will hand copy Inertia Notes (Slides 1-15) HERE in their notebook. You must hand write all notes for this class. =)** **2. Teacher demonstration with beaker, index card and penny.** **3. Demonstrate Knowledge: Complete the Checking for Understanding (CFU) on slides 16-22 in the slides in your notebook. CFU video is here.** Reasoning table and Frayer Model on Inertia.	**Students will do the CFU and reasoning table and then be given a frayer model template to ensure understanding.**

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WEEK 2:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can recall Newton's 1st law of inertia and understand how inertia applies to real life situations.	Agenda 1. Graph of the week 2. Go to the following website. Students will go through the website to help them understand inertia. 3. Student Learning/ Practice: Students will maneuver through the above website as they are working on a worksheet.	Students will score an 80% or higher on their Weebly Reading Comprehension Sheet.
Tuesday	I can recall newton's first law and 3rd law and apply these concepts to real world problems.	Agenda: Go to youtube and search:. An Overview of Newton's Laws of Motion | Physics in Motion Watch the video. HERE Student Learning/ Practice: Students will hand copy notes on Newton's 3rd law of motion (Slides 1-10) HERE Notes with video explanations can be found here. Complete the Practice sheet found here. Demonstrate Knowledge: Students will take a quiz on MC (topic-Newton's 1st law-inertia)	Demonstrate Knowledge: MC quiz on Newton's Laws (1st and 3rd Laws), Students will complete a practice sheet on Newton's 2nd law.
Wednesday	I can recall Newton's 2nd law of Motion and understand how force and mass are related to objects as they move.	Bell Ringer: 1. Mastery Connect Questions: BR 8202025	MC bell ringer, CFU questions

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		Review: Review weebly reading comprehension Students will hand copy notes on Newton's 2nd law of motion found HERE. Students will complete CFU questions embedded with notes. 1.Lab (TPT) Newton's Law of Motion Second Law Lab (Car and Tracks). Make sure students can access Gizmo Labs. Possible Idea: 2. Reading Passage: (TPT) ScienceReadingNewtonsSecondLawMS68 "Science Reading Comprehension Second Law, by Kesler Science.	embedded in the notes.
Thursday	I can complete a Gizmo Lab using Newton's Laws. I can create a foldable that describes the difference between Newton's Three Laws of Motion.	**Agenda:** Students will log into MasteryConnect and complete the following bell ringer: Newton's Laws 8224 BR. HERE. Students will complete the gizmo lab on Force and Fan Carts. The	Gizmo Lab Assessment.

		teacher will walk around to ensure students are understanding the material. **Students will begin working on Newton's Laws of Motion Foldable - Great for Science Interactive Notebooks (TPT)**	
Friday	I can create a foldable that describes the difference between Newton's Three Laws of Motion.	**Agenda:** Bell Ringer/Review: Review answers to Force and Motion Fan Carts Lab or address any questions regarding the lab. **Students will complete working on Newton's Laws of Motion Foldable - Great for Science Interactive Notebooks (TPT)**	Students will complete Newton's Laws Foldable.

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WEEK 3: Review of Newton's first and third law of motion. Newton's Laws 8224 BR. HERE. Just review questions with students. CNN 10.

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can create a foldable that describes the difference between Newton's Three Laws of Motion.	Bell Ringer/Review: 1. STEMonstrations: Newton's First Law of Motion or HERE. 2. STEMonstrations: Newton's 2nd Law of Motion or HERE 3. STEMonstrations: Newton's Third Law of Motion or HERE **Students will complete working on** Newton's Laws of Motion Foldable - Great for Science Interactive Notebooks (TPT) . Students will finish this project today. They will be given ½ of the class to do this. They will be able to use this project on their quiz. Assessment: Mastery Connect **Newton's Laws Quiz 08252025**	Students will complete Newton's Laws Quiz 08252025
Tuesday	I can recall the difference between a balanced and an unbalanced force pair. 8-PS2-2	**Mini-Lesson:** Review most missed questions from Newton's Laws Quiz 08252025 **Student Learning/ Practice: Students will finish notes on balanced and unbalanced pairs. Guided notes HERE.** **Demonstrate Knowledge: Demonstrate Knowledge: Students will successfully complete the CFU in the notes. Complete practice sheet HERE.**	Informal Assessment. Students will complete CFU questions from Balanced and Unbalanced Notes.
Wednesday	I can create a poster that describes	Bell Ringer/Review: Balanced and Unbalanced Forces.	Informal Assessment: Check student poster work and go

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	the difference between balanced and unbalanced forces.	Mastery Connect Bell Ringer 08272025 **Student Practice: Students will begin working on their posters for Balanced and Unbalanced forces.**	around the room to individually quiz students. Balanced and Unbalanced Forces Quiz tomorrow.
Thursday	I can complete a study guide describing Newton's Three Laws of motion and Balanced and Unbalanced Forces.	Bell Ringer: Mastery Connect: **Balanced and Unbalanced Forces Assessment 082825** (Minor Grade). Please watch the following video: **Newton's 3 Laws, with a bicycle - Joshua Manley or HERE.** Student Practice: Students will complete the Motion and Forces Test 1 study guide HERE. Students will complete Newton's Laws of Motion Color by Number. Exit Slip: Please describe inertia and Newton's third law as it relates to a rocket ship lifting off.	Assessment: Students will take Motion and Forces Assessment 1 tomorrow (**major grade**).
Friday	I can successfully answer questions on Newton's Laws and Balanced and Unbalanced Forces.	Bell Ringer/ Review of Newton's Laws and Balanced and Unbalanced Forces. Assessment: Students will complete Motion and Forces Test 1 082925 on Mastery Connect.	Motion and Forces test 1 on mastery connect (major grade).

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WEEK 4:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**LABOR DAY NO SCHOOL**	**LABOR DAY NO SCHOOL**	**LABOR DAY NO SCHOOL**
Tuesday	**I can recall how mass and distance affect the force of gravity.**	**Starter: Review most missed questions from Force and Motion Test 1.** **Mini-Lesson: Please watch the following video: Introduction to Gravity for Children: Gravity, Weight, and Mass for Kids - FreeSchool or HERE.** **1.Notes on gravity are here.** **2. Loom video with the same notes on gravity are here. (Use these if you are absent).** **Student Learning/ Practice: Students will complete the CFU at the end of the notes.** **Demonstrate Knowledge: Students successfully answered the CFUs found in the notes. HERE**	Informal Assessment: Students will complete the CFU questions with their teacher in the notes.
Wednesday	**I can recall gravity and the effects of mass and distance on the force of gravity. (8-PS2-4)**	**Starter: Review of gravity and the effects of mass and distance on gravity.** **Mini-Lesson: Please watch the following video on Youtube: Gravity for Kids | Learn all about how gravitational force works or**	**Students will score an 80% or higher on their Gravity Textbook Questions. (Minor Grade)**

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		HERE. **Student Learning/ Practice: Students will complete: Gravity Textbook Questions (pgs 224-229). HERE.** **Students will complete Mastery Connect Practice: Gravity Practice 0932025**	
Thursday	**I can recall the effects of mass and distance on Gravity.**	**Starter: Mini-Lesson: MC Review questions.** **Student Learning: Students will watch Magic School Bus: Gains Weight. They will complete the Magic School Bus Gain Weight - Gravity Worksheets (TPT) (SNTP).** **Students Quiz:** Gravity Quiz Test Assessment for Middle School NGSS MS-ESS1-2 MS-PS2-4	**Demonstrate Knowledge: Students will successfully complete the video comprehension sheet and score an 80% or higher on their Mastery Connect quiz tomorrow.** **2.** Gravity Quiz Test Assessment for Middle School NGSS MS-ESS1-2 MS-PS2-4
Friday	**I can recall the force of gravity and the effects of mass and distance on the force of gravity.**	**Starter: The Gravity of the Situation: Crash Course Astronomy #7 or HERE.** **Mini-Lesson: Review Gravity and use scale to describe the**	**Demonstrate Knowledge:** **1. Informal assessment. The teacher will walk around to ask questions and observe**

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		difference between weight and mass. **Student Learning/ Practice:** **1. Students will complete Jump on In…Gravity Exploration (TPT). Students will complete each section. Students will be selected to create a graph from either their weight on other planets or their jump length on other planets during RAM time next week.** 2. TPT: Gravity Activity Graph Mass Distance Gravitational Interactions PRINT and GOOGLE. Students will work in pairs to complete this assignment. The instructor will go over the answers with students to help prepare them for their test.	**how students are doing on their gravity graphing sheet.** **2. Students will successfully complete Mastery Connect: Gravity Quiz 1 24 (Quiz will be on Monday).**

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WEEK 5:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can recall that particles generate electromagnetic fields based on their charges. 8-PS2-5	**Activating Strategy:** **Lesson/Mini Lesson:** Students will take notes on electricity. The focus is on the parts of an atom and P/N/Es. Notes on electricity are here. **Activity:** Listen, read, write and process information from notes. Students will complete the CFU at the end of the notes. Students will also work on Reading comprehension through using their textbook pages 243-250 see notes. **Closing Strategy:** Check for Understanding (CFU)	**Informal assessment: CFU questions from notes and textbook questions.**
Tuesday	I can manipulate electromagnetic fields to change the direction of charged particles. 8-PS2-5	**Activating Strategy:** 1. Review most missed questions from Gravity Quiz 1 24. 2. Go over the questions from the RC on Electricity. Gizmo and instructions. 3. Please watch the following video on Youtube: **Electricity for Kids | What is Electricity? Where does Electricity come from? Or HERE.** **Lesson/Mini Lesson:** Students are to complete a Gizmo Lab on Charged Particle movement. Teachers are available to help students while they work on their lab. **Activity:** Students will complete their Gizmo. Link is here.	Informal Assessment on Gizmo Lab.
Wednesday	I can recall the force of magnetism and describe/model how magnets and magnetic fields work. 8-PS2-3	Activating Strategy: Charged particle review. Lesson/Mini Lesson: Students will take notes on magnetism. Notes on magnetism are here.	Informal Assessment from bell ringer. Students will score an 80% or higher on their reading

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		Activity: Students will complete the CFU at the end of the notes. Students will also work on Reading comprehension through using their textbook pages 250-258 (see notes-embedded in notes). Closing Strategy: CFUs in notes	comprehension questions from text.
Thursday	I can recall how electromagnetic fields are formed and model how magnets work. 8-PS2-3	Activating Strategy: Instructions for foldable activity and pass out materials. Lesson/Mini Lesson: Review of magnets and where magnetic fields are strongest. Review permanent and temporary magnets. Activity: Students will complete a Foldable on forces. Electromagnetism3DFoldable (TPT) instructions for this in the file along in the rubric section. Closing Strategy: The teacher will go around to each group and ask informal questions about charges and magnets.	Summative - QUIZ HERE
Friday	I can describe the forces of electricity and gravity and model electric and magnetic fields. 8-PS2-3	Activating Strategy: 1.Instructions for Interactive Notebook. Lesson/Mini Lesson: 1. Students will watch Bill Nye Electricity Video HERE. Activity: Students will complete an interactive notebook on the forces of gravity and friction. HERE. Closing Strategy: Turn in Interactive NB and go over any questions about next week's test.	Informal Assessment through answers to interactive notebook and individual student questions from teacher while they are working. Teacher will use this time to work individually with students who failed quiz from the previous day to ensure understanding.

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WEEK 6:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given an interactive notebook activity, I can describe the forces of electricity and gravity and model electric and magnetic fields. (8-PS2-3, 8-PS2-4, and 8-PS2-5).	Activating Strategy: Review most missed questions from the quiz on Friday. **Lesson/Mini Lesson:** 1. Please watch the following video on magnetism: Science Max | MAGNETS - PART 1 | Science Max Season 1 Full Episode HERE and HERE. (Part 2). 2. (At end of class): Students will complete the mastery connect questions from interactive notebook on the last slide. We will go over the most missed questions. Activity: Students will complete an interactive notebook on the forces of gravity and friction. HERE. Closing Strategy: MasteryConnect Review Questions on the last slide of the interactive notebook. Students will work on these as a pair to answer these questions.	Students will take a test on Gravity and Electromagnetic forces and fields tomorrow. (Major grade).
Tuesday	I can complete a test on electromagnetic forces and fields and the force of gravity.	This test will be a 2 part test. Part one will cover electromagnetism and be done on paper, the other section will cover gravity and be done on mastery connect. I will average the two grades together to compile your final score. TEST:	TEST Electricity and Magnetism Test 1. Part 1: Mastery Connect: Electromagnetism Test Part 1.

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		Part 1: Mastery Connect: Electromagnetism Test Part 1. Please see google classroom for test codes. Electricity and Magnetism test 1. Part 2: HERE.	Part 2: HERE.
Wednesday	Given notes and video clips, I can recall how energy is transformed in a generator. (8-PS2-3).	Activating Strategy: 1. Review most missed questions from test with students. Please watch the following introductory video: How To Use an Emergency Generator | Severe Weather Guide or HERE. Lesson/Mini Lesson: Students will complete the notes for Generators HERE. Activity: Students will complete CFU questions in notes and reading comprehension questions in the textbook. These questions are found in the notes. Closing Strategy: Exit Slip Explain the purpose of a generator.	Students will successfully answer CFU questions and reading comprehension questions in notes.
Thursday	Given notes and a video, I can recall how electric motors convert electrical energy into mechanical energy.	Activating Strategy: Please watch the following video on Youtube: How does an Electric Motor work? (DC Motor) or HERE. Lesson/Mini Lesson: Students will complete the notes for Electric Motors HERE. Activity: Students will answer reading comprehension questions in notes using the text. Closing Strategy: Students will answer CFU questions at the end of the notes.	Students will correctly answer CFU and reading comprehension questions found in notes above.

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Friday	Given a poster activity, I can describe the difference between an electric motor and a generator and explain the energy transformations of each device.	Activating Strategy: MC Review 091925 Lesson/Mini Lesson: Students will complete Poster Activity **HERE.** Activity: Complete poster activity. Closing Strategy: Students will take a mini field trip to look at the school's generator. Teachers will explain what it runs.	Students will correctly answer or complete all sections of the poster activity.

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WEEK 7:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a Phet Lab activity, I can use Faraday's Law of Induction to explain how a generator works. 8-PS2-3	Activating Strategy: Please watch the following video on YouTube: 1. How Michael Faraday Changed the World with a Magnet | Great Minds or HERE. 2. Electromagnetic Induction by Bozeman Science HERE. Lesson/Mini Lesson: Students will use the University of Colorado PhET Lab (Faraday's Law) HERE to learn about how an electric generator works. Activity: Practice: Students will use the following sheet HERE. to answer the Challenge Prompts on a separate sheet of paper. HERE Closing Strategy: Exit Slip: Students will create a "Z summary" with instructor. **HERE.**	**Formative: See exit slip. Not graded.**
Tuesday	Given notes, videos, and text questions, I can recall how a transformer can raise or lower voltage. 8-PS2-3	Activating Strategy: 1. Please watch the following video on YouTube: How Do Transformers Work? Or HERE. 2. Mini Field Trip. Students walk out to driveway entrance to look at a transformer on an electrical pole. Make sure students examine where wires are running from and too. Lesson/Mini Lesson: Students will review notes for transformers with teacher HERE. Please watch all videos in the notes. Activity: Complete reading section for Energy Distribution/Transformers HERE.	Formative: **Mastery Connect: Power Distribution Practice 1.**

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		Closing Strategy: Mastery Connect Review: Power Generation and Transformers Practice 1	
Wednesday	Given notes and a lab activity, I can describe how an electromagnet works and create a simple electromagnet. 8-PS2-3	Activating Strategy: **Please watch the following video on YouTube: Giant Magnet Grapple Crushes Car! | Caitie's Classroom Field Trip | Construction Vehicles For Kids or HERE. Discussion Question: Why would you not want to use a REALLY powerful permanent magnet at the junkyard?** Lesson/Mini Lesson: **Instruction on electromagnets and how to build an electromagnet.** Activity: **1. Students will work independently on the Electromagnetic Virtual Lab (TPT). While they are working on the virtual lab, the teacher will bring up a small group of students to use a real electromagnet.** Closing Strategy: Exit Slip. Draw an electromagnet and provide two methods of how you can increase the strength of an electromagnet.	Formative: 1. Students will be able to create an electromagnet. 2. See exit slip. 3. Summative: Student will be given a quiz on mastery connect tomorrow on electromagnets, transformers, and power distribution.
Thursday	Given notes, video clips, and demonstrations, I can recall that waves send energy from one place to another. 8-PS4-1	Activating Strategy: Please watch the following video on YouTube: Traveling Waves: Crash Course Physics #17 or HERE. Lesson/Mini Lesson: Students will take notes on the basics of waves.	Summative Assessment: Mastery Connect Quiz: Transformers, Electromagnets, and Gen/Motors Quiz 1 2022 (Graded) **2. Z Chart Graphic Organizer.**

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		Activity: Students will answer CFU questions within notes. Closing Strategy: Student will create a "Z summary" with instructor. **HERE.**	
Friday	Given notes and a video, I can recall how the energy carried by a wave can affect the amplitude, wavelength, and frequency of a wave series. 8-PS4-1 UPDATE: 9/26/25 Students will take quiz today and then work on textbook notes using pages 302-309 in text. HERE.	Activating Strategy: Please watch the following video on YouTube: Physics Waves: Frequency & Wavelength or HERE. Lesson/Mini Lesson: Please copy the notes for Properties of Waves HERE. Activity: Students will go into courtyard and use the tug of war rope to make various changes in frequency, amplitude, and wavelength. With Mr. Forrester's class. Closing Strategy: Exit Slip. Student will draw a wave series with a frequency of 5, that has a low amplitude, and long wavelength. They will then draw a wave series with a high frequency, high amplitude, and short wavelength.	**Formative Assessments** **1. Tug of War rope demonstration** **2. See exit slip.**

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WEEK 8:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can recall the electromagnetic spectrum and describe how energy, wavelength, and frequency change as you move through the EM spectrum.	Activating Strategy: Please watch the following video **Light waves, visible and invisible HERE.** Lesson/Mini Lesson: Students will complete Electromagnetic Spectrum Labeling Worksheet, by Techcheck science (TPT) with instructor. Student Practice: Students will read pages 3-5 to complete pg 6 in Electromagnetic Spectrum Reading Comprehension Sheet, by Laney Lee (TPT). Students will be able to use this sheet on a quiz given tomorrow. Exit Slip. Why do both radio waves and gamma waves travel as transverse waves?	Informal Assessment: Teacher questioning and student responses.
Tuesday	Given a waves Gizmo Lab, I can recall how wavelength, amplitude, and frequency are affected by the amount of energy a wave carries.	Activating Strategy: Please watch the following video on Youtube: **What is an Electromagnetic Wave? or HERE.** Lesson/Mini Lesson: Review the expectations for the gizmo lab with the students. Open explore learning here. Activity: Students will complete the Waves Gizmo activity sheet found here.	Informal Assessment: Students will complete the quiz at the end of the gizmo lab.

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		Closing Strategy: Students will complete Mastery Connect Practice Quiz **Waves 10012025**.	
Wednesday	Given a fortune teller activity, I can recall wave properties and behaviors.	Activating Strategy: Please watch the following video: **Light: Crash Course Astronomy #24 or HERE.** Instructions for how to build a fortune teller. fortune teller activity. Lesson/Mini Lesson: Review of most missed questions from quiz from previous class period. Activity: Students will build a fortune teller and complete the fortune teller activity. Closing Strategy: Students will ask each other questions using their fortune tellers.	Formative Assessment: Teacher will play several rounds of fortune teller game with students to assess understanding.
Thursday	Given booklet activity, I can recall that waves move energy from one place to another but not matter.	Activating Strategy: Review of Waves Booklet Part 1. Lesson/Mini Lesson: Review of how wavelength and frequency and the inverse relationship they share. Activity: Students will complete their booklet. HERE. Closing Strategy: Exit Slip	**Formative Assessment:** Teacher will walk around while students are working on their booklets to question students about waves and the properties of waves and address any misconceptions.
Friday	Given booklet activity, I can recall that waves move energy from one place to another but not matter.	Activating Strategy: Review of Waves Booklet Part 1. Lesson/Mini Lesson: Review of how wavelength and frequency and the inverse relationship they share.	**Formative Assessment:** Teacher will walk around while students are working on their booklets to question students about waves

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		Activity: Students will complete their booklet. HERE. Closing Strategy: Exit Slip	and the properties of waves and address any misconceptions.

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WEEK 9:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can recall how digital signals are used to send information over long distances securely. 8-PS4-3	Activating Strategy: 1. Discussion, how important are digital devices? 2. How would your life be different without a cell phone? **Please watch the following video: How WiFi and Cell Phones Work | Wireless Communication Explained or HERE.** Lesson/Mini Lesson: Students will complete the analog and digital notes HERE with their teacher. Please make sure you watch the videos in the notes. Activity: Students will answer informal questions within the notes for each section. Closing Strategy: Exit Slip.	**Formative Assessment: Exit Slip. In your own words, describe the difference between an analog and digital signal.**
Tuesday	Given a waves review and digital and analog coloring activity, I can convert an analog signal into a digital signal. 8-PS4-3	Activating Strategy: Waves review (Waves and properties of waves.) Lesson/Mini Lesson: Review quiz with students. Activity: Students will complete digital to analog coloring activity (sunflower) in analog and digital activities in the TPT folder. Closing Strategy: Mastery Connect Practice Questions: **Wave Review 10072025**	Informal Assessment: Mastery Connect Practice Questions: **Wave Review 10072025**
Wednesday	I can describe the difference between analog and digital signals to successfully answer questions in an escape room activity. 8-PS4-3	Activating Strategy: Please watch the following video: **Sound Advice: Analog vs. Digital or HERE.** **Lesson/Mini Lesson:** Instructions for Escape Room Activity.	Closing Strategy: Think, Pair, Share. Note: This could change, as the activity also comes with an extension piece which could be used as an assessment.

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		Student Practice/Learning: Students will complete Analog and Digital Signals Escape Room Activity - MS-PS4-3 Wave Applications (TPT Folder). Closing Strategy: Think, Pair, Share. Please get with another group and discuss which section of the escape room gave you the most difficulty. How did you arrive at your answer?	
Thursday	I can recall the properties of waves and describe how wavelength, amplitude, and frequency are influenced by the energy a wave carries. **Note: This slideshow will serve as a study guide for their test next week.**	Activating Strategy: 1. Review most missed questions from Mastery Connect Practice Questions: **Analog and Digital 10072025** Lesson/Mini Lesson: Magic School Bus: Haunted House (Sound waves) with video analysis sheet (TPT) folder. Activity: Students will complete Properties of Waves Station Lab (TPT Folder, use 7,720 kb version). The teacher will do slides 1,8, 6 and 7 with students. Students will then complete slides 2-5 with a partner. Closing Strategy: Exit Slip.	Exit Slip. Students will explain the relationship between wavelength and frequency.
Friday	I can recall the properties of waves and describe how wavelength, amplitude, and frequency are influenced by the energy a wave carries. Hergatt will be out this day.	Activating Strategy: Review of wavelength and frequency using rope. Lesson/Mini Lesson: Please watch the following video: **Introduction to Waves or HERE.** Activity: Students will complete Properties of Waves Station Lab (TPT Folder, use 7,720 kb version). Students will complete the rest of the practice slides.	

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		Closing Strategy: Assessment. Students will complete the assessment slides 12 and 13 on a separate sheet of paper and turn in to be graded.	

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WEEK 10:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**NO SCHOOL**	**NO SCHOOL**	**NO SCHOOL**
Tuesday	8-PS4-1 I can draw wave forms based on specific criteria for wavelength and amplitude.	Activating Strategy: Complete quiz on slide 12-13 Properties of Waves Station Lab (TPT Folder, use 7,720 kb version). Lesson/Mini Lesson: Rope Demonstration: Have students come up and create with a rope the following wave series: 1. A high amplitude low frequency wave. 2. A low amplitude, low frequency wave. 3. A high amplitude, high frequency wave. Questions: What happened to the wavelength when the frequency was increased and decreased? Which wave series required the most energy to create? Would low amplitude waves be associated with high energy or low energy? Activity: Students will complete Drawing Wave 1 (TPT, by Eman El Mofty) in pairs. Closing Strategy: Think, Pair, Share, students will pair up with another group to check their work and discuss their answers.	Assessment: . Formal Assessment: Waves Quiz Slides 12-13. Informal Assessment. Drawing Waves 1.
Wednesday	8-PS4-3. I can recall the pros and cons of analog and digital signals.	Activating Strategy: Students will complete Waves Quiz 1 **HERE** (Minor grade). Lesson/Mini Lesson: Students will complete the reading passage Science Reading - Digital vs Analog Signals (Advantages) - NGSS MS PS4-3 (TPT folder, by Kesler Science). Review the answers to	Informal Assessment: Exit Slip

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		the reading with students and complete a T Chart on the board describing the PRO's and CONS of analog and digital signals. (Use analog and digital notes, slide 8 HERE to assist. Activity: Students will complete the Analog and Digital Graph Analysis Activity. (DigitalandAnalogSignals1 in TPT folder by Chlary Science. Closing Strategy: Exit Slip. List a pro and con of both analog and digital signals. Finally, would you rather attend a concert that uses all digital instruments or a traditional concert using instruments? Explain your answer.	
Thursday	I can create a poster that describes how fiber optic cables send large amounts of information over large distances. 8-PS4-3	Activating Strategy: Class discussion. What are smoke signals? What is morse code? How are they similar and different? Lesson/Mini Lesson: Please watch the following video: **How Do Fiber Optic Cables Actually Work? HERE. Please answer the following questions: Fiber Optic Cables Video Analysis Sheet HERE. Teacher answer sheet HERE.** Activity: Students will create a poster describing how fiber optics send information over vast distances. See Fiber Optic Poster Rubric **HERE.** **Closing Strategy**: While light speed is very fast, it is not infinitely fast. If you wanted to send a radio signal to our closest solar system, how long would the light signal take to get there? How fast does light travel in a vacuum?	Informal Assessment: Fiber Optic Poster Activity.
Friday	I can create a poster that describes how fiber optic cables send large amounts of	Activating Strategy: Review of Newtons Laws. Mastery Connect: NLR102025	Informal Assessment: Fiber optic poster assessment.

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	information over large distances. 8-PS4-3	Lesson/Mini Lesson: Review Inertia and Action/Reaction laws with students. Using Newton's cradle. Activity: Students will create a poster describing how fiber optics send information over vast distances. See Fiber Optic Poster Rubric **HERE.** **Closing Strategy:** Think, Pair Share: Present your project to another person. Explain what you like about their project and what you think they could have done better. (Be truthful, but be kind! Offer suggestions for improvement.)	

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WEEK 11:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can demonstrate my knowledge of wave properties and analog and digital signals. 8-PS4-1 and 8-PS43	Activating Strategy: Test Review of waves and analog and digital signals. Lesson/Mini Lesson: Waves Test 1. This will also include a reading comprehension passage on analog and digital signals. Activity: **This test is in Google Drive 23-24 under Waves. HERE. Reading Comprehension Section: (TPT Folder in Google Drive).** Closing Strategy: Test Review of most missed questions if time permits.	Summative Assessment: Waves Test 1
Tuesday	**I can recall how the tilt of the earth causes the seasons to change. 8-ESS1-1** **ELA BENCHMARK TESTING**	Activating Strategy: Use Seasons Model to demonstrate how the seasons occur here on Earth. Lesson/Mini Lesson: Students will use Seasons Notes HERE to complete the guided notes HERE. Activity: Students will draw a diagram that shows the position of the Earth and Sun in summer and winter. Closing Strategy: **Think, Pair, Share**: Students will critique their work and discuss where the earth would be in spring and winter.	**Formative Assessment: Exit Slip. Students will explain/draw the position of the Earth and Sun of the northern hemisphere in winter.**
Wednesday	Given a gizmo lab, I can recall how the tilt of the earth causes the seasons to change here on earth. 8-ESS1-1	Activating Strategy: Bell Ringer 10222025 Lesson/Mini Lesson: **Instructions for how to complete the Gizmo Lab:** Seasons in 3D	Formative Assessment: Seasons 3D on the gizmo website.

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	MATH BENCHMARK TESTING	Activity: Students will complete Seasons in 3D Gizmo Lab. Closing Strategy: Students will complete Seasons in 3D lab quiz on Gizmos website.	
Thursday	Given a seasons storyboard activity, I can explain how the tilt of the Earth causes seasons to change. 8-ESS1-1	Activating Strategy: Masteryconnect Practice: Seasons Practice A HERE. or Mastery Connect: Seasons Practice Quiz 03262025 or HERE. Lesson/Mini Lesson: Review most missed questions from mastery connect seasons practice A. Activity: Students will complete ½ of the Causes of Seasons Rotation and Revolution Storyboard activity (TPT) Closing Strategy: Exit Slip. Write a short statement on why the seasons are opposite in the northern and southern hemispheres.	Formative Assessment: Exit Slip.
Friday	Given a season's storyboard activity, I can explain how the tilt of the Earth causes seasons to change. 8-ESS1-1	Activating Strategy: 1. Seasons Quiz Review HERE. Lesson/Mini Lesson: 1. Please watch the following video on Youtube: **Seasons and the Sun: Crash Course Kids 11.1 or HERE.** 2. review seasons quiz 1 with students. Activity: **Students will complete the Causes of Seasons Rotation and Revolution Storyboard activity (TPT)**	Summative Assessment: Students will complete a quiz. Mastery Connect: Seasons Quiz 32725 HERE.

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		***Forrester: poster on solstices and equinoxes,* Closing Strategy: Think, Pair, Share. Look at another students storyboard activity and check their work. What do you like, What would you change, and did they get anything wrong?	

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WEEK 12:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a Reason for the Seasons Breakout Room Activity, I can use my knowledge of the seasons to compete against my classmates. **8-ESS1-1**	Activating Strategy: **Students will score an 80% or greater on their Seasons Assessment 1** HERE. Lesson/Mini Lesson: Instructions for Reason for the Seasons Breakout Room Activity (in TPT folder). Activity: Students will complete the Reasons of the Seasons Breakout Room Activity (In TPT Folder). Closing Strategy: Students will complete the answer sheet and turn it in.	Formative Assessment: **Answer sheet for Reason for the Seasons** **Summative: Seasons Assessment 1. (minor grade).**
Tuesday	Given notes and a video clip, I can recall how the moon changes phase throughout the month. **8-ESS1-1**	Activating Strategy: Please watch the following video on Youtube: Moon Phases: Crash Course Astronomy #4 or HERE. Lesson/Mini Lesson: Students will complete notes on the Phases of the Moon HERE. (Slides 63-end) Activity: Students will complete CFU questions from notes in their notebook and review answers with the teacher. Closing Strategy: Exit Slip. Students will draw and label the moon phases. (See Phases of the Moon Diagram in TPT folder).	**Exit Slip:** See Closing strategy.
Wednesday	Given a gizmo on moon phases, I can recall how we see different phases of the moon.**8-ESS1-1** Note: Hergatt will have a substitute	Activating Strategy: Review moon phases with students. Lesson/Mini Lesson: Students will complete Gizmo Lab: Moon Phases. Assignment will be on Google Classroom.	Formative Assessment: Moon Phases Practice 4032025 with students.

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	this day.	Activity: Students will complete Moon Phases Practice Questions in Mastery Connect: Moon Phases Practice 10292025 (minor grade). Closing Strategy: Review Moon Phases Practice 4032025 with students.	
Thursday	Given a moon phase foldable activity, I can create a moving foldable that describes the phases of the moon.. **8-ESS1-1**	Activating Strategy: Review most missed questions from Mastery Connect: Moon Phases Practice 4032025 (minor grade). Lesson/Mini Lesson: Moon Phases Review on board. Activity: Moon Phases Foldable in TPT Folder. Uses a brass fastener so that it will spin. Remind students to check their work with another student or instructor BEFORE they assemble their project. Closing Strategy: Think, Pair, Share. Students will quiz each other on moon phases.	Formative Assessment: See Exit Slip.
Friday	I can describe how axial tilt and uneven heating of the Earth causes seasonal changes on Earth and other planets.	Activating Strategy:Students will complete the Mastery Connect Seasons and Moon Phases Quiz 10312025 (Minor grade). Instructions for Seasons Internet Activity HERE Lesson/Mini Lesson: Students will complete The Seasons Ram Time Activity. Turn in when complete. Seasons Internet Activity is HERE Activity: Closing Strategy: Exit Slip: Draw the positions of the Earth, Moon, and Sun during a waxing gibbous moon phase.	Formative Assessment: Seasons Internet Activity. Summative Assessment: Seasons and Moon Phases Quiz 10312025 (Minor grade).

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WEEK 13:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**Given notes and video clips, I can recall why we have tides on earth and the difference between spring and neap tides. 8-ESS1-1**	Activating Strategy: Please watch the following video: What Would Earth Be Like Without a Moon? HERE Lesson/Mini Lesson: **Students will complete Tides Notes HERE. (Slides 42-62).** **Note: Do not watch crash course video today, we will watch it tomorrow.** Activity: Students will complete Tides Reading Comprehension Passage PRINT and DIGITAL by La Fountaine of Knowledge TPT folder. Closing Strategy: Review answers to reading comprehension with students.	Formative Assessment: CFU in notes and Tides Reading Comprehension. Note: Students will take Seasons Quiz 2 11325 on mastery connect when they come into class. Summative Assessment. (minor grade).
Tuesday	Given a tides coloring sheet, I can identify high and low tides on Earth based on the position of the Earth and Moon. **8-ESS1-1**	Activating Strategy: 1. Please watch the following video: **Why are there two tides a day? - Elise Cutts or HERE.** Lesson/Mini Lesson: Review of Spring Tides and Neap Tides. Activity: Students will complete Monthly and Daily Tides Worksheet (Spring, Neap, High, Low) by AHHA Science in the TPT folder. Closing Strategy: Exit Slip. Please complete the following: Tides Diagram Activity. HERE **Students will spend the last 10 minutes of class**	Formative Assessment: Exit Slip. Students will explain the difference between a spring tide and a neap tide. See closing strategy.

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		completing the exit slip. We will go over this tomorrow and students will take their Tides Quiz the next class period.	
Wednesday	Given notes and video clips, I can recall the difference between a solar and lunar eclipse. **8-ESS1-1**	Activating Strategy: 1. Review Tides Diagram exit slip from last class period. Students can use their exit slip on the Masteryconnect Bell Ringer: Tides 04092025. Lesson/Mini Lesson: **Students will complete Eclipse Notes HERE. (Slides 31-41).** Activity: Drawing activity: Students will draw a lunar eclipse and a solar eclipse and label what kind of tides would occur during these events. Closing Strategy: Please watch the following video: **Why are there two tides a day? - Elise Cutts or HERE.** Students will complete the tides and eclipses practice 1. HERE.	Formative Assessment: Students will complete tides and eclipses practice 1. Summative Assessment tomorrow. (minor grade).
Thursday	Given a study guide, I can recall the rotation and revolution rates of the moon and describe the difference between spring and neap tides. 8-ESS-1-1	Activating Strategy: Moon Phases and why we only see one side of the moon. Moon Phases Board review. Have students check with each other if they are correct in labeling their moon phases. Lesson/Mini Lesson: 1. Review most missed questions with students from Tides Quiz. 2. Review tides and eclipses practice sheet 1 HERE. Activity: Students will begin Study Guide ISN for Astronomy Test 1 HERE Closing Strategy: Think, Pair, Share. Review ISN pages with another student. Make sure you both agree on the answers.	**Formative Assessment: Moon Phases board review.**
Friday	**Given a study guide, I can recall the phases of the moon and describe the difference between a solar and lunar eclipse.**	Activating Strategy: **Tides, Phases, and Eclipses Quiz** Review moon rotation and revolution and why we only see one side of the moon.	Summative Assessment: Tides Quiz 04102025. (minor grade)

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	8-ESS-1-1	Lesson/Mini Lesson: Review most missed questions from tides quiz from previous lesson. Activity: Students will finish study Guide ISN for Astronomy Test 1 HERE Closing Strategy: Exit Slip. Students will draw and label the moon phases.	

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WEEK 14:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can create a model of the phases of the moon and describe the difference between spring and neap tides.	Activating Strategy: Mastery Connect Bell Ringer: Moon Phases and Seasons 111025 Lesson/Mini Lesson: Review moon phases on the board with students. Activity: Students will complete page 3 on Phases of the Moon Worksheets and Picture Cards, by Erin Thompson in TPT Folder. Cut and Paste activity Closing Strategy: Exit Slip. Students will draw the positions of the earth, moon, and sun during a spring and neap tide and explain the difference between the two.	Formative Assessment: Bell Ringer and Exit Slip. Students will take a test on moon phases, seasons, tides, and eclipses tomorrow.
Tuesday	I can demonstrate my knowledge of seasons, moon phases, tides, and eclipses.	Activating Strategy: Review of the phases of the moon and seasons. Lesson/Mini Lesson: Astronomy Test 1 on mastery connect. Activity: Astronomy Test 1 on mastery connect. Closing Strategy: If time, review of the most missed questions from Astronomy Test 1.	Summative Assessment: Astronomy test 1
Wednesday	Given notes,videos, and a research task, I can recall that large groups of stars are called	Activating Strategy: Review most missed questions from Astronomy Test 1A 24.	Formative Assessment: See exit slip.

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	galaxies. 8-ESS1-2	Lesson/Mini Lesson: Students will watch a video on Galaxies (Crash Course Astronomy #38) Activity: Students will take notes on galaxies once they have watched the crash course video. The notes are here. Closing Strategy: Research, students will research the Milky Way Galaxy and list 3 facts about our galaxy they find interesting. Students will then explain in their own words what the difference between a galaxy and a solar system is. Research Template HERE.	
Thursday	Given a foldable/poster activity, I can recall three types of galaxies and provide real world examples of each. 8-ESS1-2	Activating Strategy: Review of types of galaxies. (Note: Might need to watch Crash Course video from the previous day.) Lesson/Mini Lesson: Please watch the following video on Youtube: **The birth of the galaxy in 60 seconds - Scott Hershberger or HERE.** Activity: Students will complete a poster or foldable on the three types of galaxies. HERE. (Slide 5 and 6). Closing Strategy: Think, Pair, Share. Students will share their foldable with another student.	Formative Assessment: Individual student questioning and student work on their galaxy foldable.
Friday	Given guided notes and a video, I can recall the surface features of the sun. 8ESS1-3	Activating Strategy: Review of types of galaxies. Lesson/Mini Lesson: **Students will complete the guided notes HERE for the notes on the Surface Features of the Sun. HERE.**	Formative Assessment. See an exit slip.

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		Activity: Students will answer all CFU questions in their notes about the surface features of the sun. Closing Strategy: Students will draw a model of the sun and label the corona, photosphere, sun spot, aurora, and prominence.	

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WEEK 15:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a modeling activity, I can create a model of the sun that describes its various layers and surface features.	Activating Strategy: Review the sun features and show students NOAA's space weather prediction center. HERE. Lesson/Mini Lesson: The Sun: Crash Course Astronomy #10 or HERE. Activity: 1. Instructions for Sun layers and atmosphere activity. 2. Sun Layers and Atmosphere Activity (TPT). Students will read pg (6-8) and use these pages to complete the diagram on pg 15 of The Sun's Layers and Atmosphere Activity in TPT folder. Closing Strategy: Think, Pair, Share. Students will compare their projects with other students and make sure all points are completed correctly.	Formative Assessment: Think, Pair, Share. Exit Slip. Explain the difference between the aurora, photosphere, and a sun spot. **Quiz Tomorrow on the surface features of the Sun.(Minor Grade).**
Tuesday	Given a digital notebook activity, I can recall the interior and exterior features of the sun.	Activating Strategy: Review galaxies and sun features and take **Sun and Galaxies Assessment 1 HERE.** Lesson/Mini Lesson: Please watch and discuss the following video: **The Life Cycle of Stars or HERE.** Activity: Students will complete the digital notebook activity from the Sun Layers and Atmosphere Activity in TPT folder. Closing Strategy: Review questions from Sun and Galaxy Assessment.	Formative Assessment: **Sun and Galaxies Assessment 1 HERE.** Students answers on individual questions and in digital notebook activity.

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Wednesday	Given a 3D model activity, I can create a model of the sun and its various surface features.	Activating Strategy: 1. Review of Auroras and show students the NOAA Space Weather Website. HERE. 2. Review most missed questions from **Sun and Galaxies Assessment 1 HERE.** Lesson/Mini Lesson: Please watch the following video on Youtube: **Science Shorts - The Surface of the Sun HERE.** Activity: **Students will create a 3D model of the sun using the instructions HERE. (major grade).** Closing Strategy: Exit Slip. Please describe in your own words what a star is and how they form.	Formative Assessment: See exit slip.
Thursday	Given a 3D model activity, I can create a model of the sun and its various surface features.	Activating Strategy: Mastery Connect Bell Ringer 112025 Lesson/Mini Lesson: Please watch the following video on Youtube: **Science Shorts - The Surface of the Sun HERE** Activity: **Students will create a 3D model of the sun using the instructions HERE. (major grade).** Closing Strategy: Review most missed answers to Bell Ringer.	Formative Assessment: Student responses to Bell Ringer 112025.

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Friday	**BONDS CAREER CENTER FIELD TRIP**	**BONDS CAREER CENTER FIELD TRIP**	**BONDS CAREER CENTER FIELD TRIP**

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WEEK 16:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a research coloring page, I can recall the surface features of the sun and describe them in detail. Note: This will take two days to complete. We will finish this assignment when we return from break.	Activating Strategy: Mastery Connect Review Questions Sun and Galaxies 112025 and review most missed questions. Lesson/Mini Lesson: Please watch the following video on youtube: Less Than Five - Layers of the Sun Explained - Inner Layers or HERE and Less Than Five - Layers of the Sun Explained - Outer Layers or HERE. Model video analysis with students using the video. Activity: Students will complete The Sun Research and Oversized Coloring Page. (TPT) Note: This will need to be broken up into two days. Closing Strategy: Exit Slip. Research another star in our galaxy. Describe how it is similar to our sun and how it is different.	Formative assessment: See exit slip.
Tuesday	**ROPER MOUNTAIN FIELD TRIP**	**ROPER MOUNTAIN FIELD TRIP**	**ROPER MOUNTAIN FIELD TRIP**
Wednesday	Given a research coloring page, I can recall the surface features of the sun and describe them in detail.	Activating Strategy: Mastery Connect Practice Questions: BR 1212025 Lesson/Mini Lesson: Review most missed questions from Mastery Connect Practice Questions 1212025. Activity: Students will complete The Sun Research and Oversized Coloring Page. (TPT) Note: This will need to be broken up into two days.	Formative Assessment: Answers to practice questions and completion of sun coloring page.

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		Closing Strategy: "What I learned today…" Students will write down one thing they learned today and one question they still have and submit this to the teacher.	
Thursday			
Friday			

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WEEK 17:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given notes and a video, I can recall the planets and various objects within our solar system. **8-ESS1-3**	Activating Strategy: **Please watch the following video on Youtube:** Introduction to the Solar System: Crash Course Astronomy #9 or HERE. Lesson/Mini Lesson: **Please copy and study the notes for the Solar System HERE. Using Guided Notes HERE.** Activity: Students will complete the CFU questions in the notes with their teacher. Closing Strategy: Review CFU questions with students and ensure students have finished notes.	Formative Assessment: CFU questions.
Tuesday	Given notes and a video, I can recall the difference between asteroids, comets, and meteorites **8-ESS1-3**	Activating Strategy: **Please watch the following video on Youtube:To Bennu and Back: Journey's End HERE.** Lesson/Mini Lesson: **Please copy and study the notes for the Solar System HERE. Using Guided Notes HERE.** Activity: Students will complete the CFU questions in the notes with their teacher. Closing Strategy: Review CFU questions with students and ensure students have finished notes.	Formative Assessment: CFU questions.

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Wednesday	**Given a Solar System Webquest, I can recall various items within our solar system. 8-ESS1-3**	Activating Strategy: Please watch the following video on Youtube: **Asteroids: Crash Course Astronomy #20 or HERE. or CFU questions from the previous class.** Lesson/Mini Lesson: Please go to the Eyes on Asteroids NASA app. HERE. 1. Click on at least 3 asteroids and read about them. 2. Click on LEARN and go to the section titled What is a Close Approach and scroll down to learn about how asteroids can cross earth's orbital path. Activity: **Students will complete the Solar System Webquest HERE.** Closing Strategy: Think, Pair, Share. Get with a partner and check that your answers to page one are the same. If not, discuss your answers and come to an agreement on the answer you both feel is correct.	Formative Assessment: Solar System Webquest
Thursday	**Given a Solar System Webquest, I can recall various items within our solar system. 8-ESS1-3**	Activating Strategy: Mastery Connect: 1. Please watch the following video on Youtube: **Adventures of an asteroid hunter | Carrie Nugent or HERE.** Lesson/Mini Lesson: Show students the following sites and allow them time to explore each site. 2. Jet Propulsion Laboratory Center for Near Earth Object Studies HERE. 3. Earth Sky HERE. Activity: **Students will complete the Solar System Webquest HERE.**	Formative Assessment: Solar System Webquest Assessment and Space Object Practice 1242025.

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		Closing Strategy: Mastery Connect: Space Object Practice 1242025. Review most missed answers with students.	
Friday	Given a solar system 4 square poster, I can describe asteroids, comets, meteoroids, meteors, meteorites, and the planets of the solar system.	Activating Strategy: Solar System Webquest Assessment. (Minor grade) HERE. Lesson/Mini Lesson: Review of meteoroids, meteors, and meteorites. Activity: Students will complete the Solar System 4 Square Poster HERE. Closing Strategy: Think, Pair, Share. Get with another student and make sure that your poster agrees with their poster.	Formative Assessment: Think, Pair, Share and academic discussions from this activity.

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WEEK 18:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a reading passage and practice questions, I can recall the Law of Inertia and Newton's Second Law of Motion. Preparation for Science Common Assessment.	Activating Strategy: Review of Newton's Laws 1st and 2nd using push carts and a Newton's cradle. Lesson/Mini Lesson: Students will read the following passage: Newton's Three Laws of Motion Reading Article Text Worksheet NGSS MS-PS2-1 PS2-2 (TPT, by Flying Colors Science.) We will do half of the questions today and the other half at the next class period. Activity: Students will answer mastery connect practice questions: CA Review 1 2025 8. Closing Strategy: Review most missed questions from CA Review 1 2025.	Formative Assessment: CA Review 1 2025 8
Tuesday	Given a DumDum lab, I can model why we have seasonal changes here on Earth.	Activating Strategy: Review of seasons using globe and light bulb. Lesson/Mini Lesson: Please watch the following video: **How the Movement of the Earth and Sun Cause the Days, Seasons and Years or HERE.** Activity: Students will complete the DumDum Lollipop Seasons Lab Questions **HERE** using the lab set up HERE. Go over answers on lab sheet with students. Closing Strategy: Think, Pair, Share. Students will explain why the seasons change with their lab partner.	Formative Assessment: Answers to lab sheet and student discussions during lab. Mastery Connect Practice Questions: CA SEASONS PRACTICE 82025

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Wednesday	Given a reading passage, poem activity, and practice questions, I can recall Newton's Third Law of Motion.	Activating Strategy: Students will read the following passage: Newton's Three Laws of Motion Reading Article Text Worksheet NGSS MS-PS2-1 PS2-2 (TPT, by Flying Colors Science.) Students will finish these questions started from previous class period. Lesson/Mini Lesson: Please watch the following video: **Newton's Third Law or HERE.** Activity: Students will complete the Newton's Laws Poem Activity. HERE. Closing Strategy: Students will answer mastery connect practice questions: CA Review 2 2025. (This will cover Newton's 3rd law). Review most missed questions from CA Review 1 2025.	Formative Assessment: CA Review 2 2025 8.
Thursday	Given a balanced and unbalanced forces practice sheet, I can solve real world problems to determine motion using balanced and unbalanced forces and develop my own real world question.	Activating Strategy: Mastery Connect Review: Balanced and Unbalanced CA Review 3. Review most missed questions with students. Lesson/Mini Lesson: Review of balanced and unbalanced forces. This will be done on the board using several examples. Activity: Students will work on THK Balanced and Unbalanced Forces Worksheet (TPT folder by THKScience). Begin by working through questions 17,22, and 25. Then allow students to work	Formative Assessment: Exit Slip and student answers to balanced and unbalanced forces worksheet.

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		together in pairs. Teacher will walk around the room to assess student work. Closing Strategy: Students will develop their own balanced and unbalanced forces problem. They will then pair with another student to work each problem and discuss the results.	
Friday	Guidance Counselor Class Period		

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WEEK 19:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**8th Grade Science Benchmark Testing** **8-PS2-1** **8-PS2-2** **8-PS2-3** **8-PS2-5** **8-PS4-1** **8-ESS1-1**	Activating Strategy: 8TH SCIENCE BENCHMARK 1 2025 Lesson/Mini Lesson: 8TH SCIENCE BENCHMARK 1 2025 Activity: 8TH SCIENCE BECHMARK 1 2025 Closing Strategy: If time, review most missed questions with students.	**Summative Assessment: 8th Science Benchmark 1 2025**
Tuesday	Given a planet research brochure, I can research a planet and describe its various features including layers, atmosphere, and/or unique geologic features. 8-ESS1-3	Activating Strategy: Please watch the following video about Venus: **Venus: Crash Course Astronomy #14 or HERE.** Lesson/Mini Lesson: Instructions for planet brochure. Activity: Planet Research Brochure - Informational Writing and Astronomy! (8th Grade Space TPT Folder). Closing Strategy: Exit Slip. Please answer the following questions about your planet/moon: 1. How long does it take your planet to orbit the sun? 2. What would happen to the strength of gravity between your planet and the sun, if it was moved twice as far away? 3. What would happen to your planet's gravitational pull if your planet doubled its mass?	Formative Assessment: See exit slip.

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Wednesday	BENCHMARK TESTING (Adjusted Schedule) Given a planet brochure, I can describe various surface and/or geological features of a planet in our solar system. 8-ESS1-3	Activating Strategy: Please watch the following video about Saturn: **Saturn: Crash Course Astronomy #18 or HERE.** Lesson/Mini Lesson: Instructions for planet brochure. Activity: Planet Research Brochure - Informational Writing and Astronomy! (8th Grade Space TPT Folder). Closing Strategy: Think, Pair, Share. Get with another student and discuss your planet with them. Write down two things you found interesting about their planet. Next, have that person research an answer to your questions and share these with one another.	Formative Assessment: Think, Pair, Share. See closing strategy.
Thursday	Given a collaborative planet poster, I can describe various surface and geological features of a planet and discuss similarities and differences between two planets.	Activating Strategy: Please watch the following video about Uranus and Neptune: **Uranus & Neptune: Crash Course Astronomy #19 or HERE.** Lesson/Mini Lesson: Instructions for collaborative planet posters. Students will get into groups of 4 to complete the collaborative poster for a planet. Activity: Solar System Planet Activity Collaborative Collaboration Poster Coloring and Art, by Tier 2 Teaching in TPT Folder. Closing Strategy: Think, Pair, Share. Get with another group. Discuss ONE surface or geological feature about your planet that	Formative Assessment: Think, Pair, Share and student discussions.

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		you thought was interesting. Is there anything comparable to this on the other group's planet?	
Friday	Given a collaborative planet poster, I can describe various surface and geological features of a planet and discuss similarities and differences between two planets. et collaborative poster	Activating Strategy: Please watch the following video about the scale of the solar system: **To Scale: THE SOLAR SYSTEM HERE.** Lesson/Mini Lesson: Instructions for collaborative planet posters. Students will get into groups of 4 to complete the collaborative poster for a planet. Activity: Solar System Planet Activity Collaborative Collaboration Poster Coloring and Art, by Tier 2 Teaching in TPT Folder. Closing Strategy: Think, Pair, Share. Get with another group. Discuss ONE surface or geological feature about your planet that you thought was interesting. Is there anything comparable to this on the other group's planet?	

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WEEK 20: 1/5 - 1/9

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**Teacher Work day**	**Teacher Work day**	**Teacher Work day**
Tuesday	Given notes and video clips, I can recall the various roles organisms play in their environment and how they met their needs for growth and reproduction. **8-LS1-5**	Activating Strategy: Discussion: Ecology, what living things need to survive, and the goal of life. (Water, Food, Shelter, Space, and Mates) Lesson/Mini Lesson: Please watch the following video on Youtube: A Chameleons Race Against Time | Earth's Tropical Islands | BBC Earth HERE. Think about this in terms of water, food, shelter, space and mates. Activity: Students will complete slides 1-18 in Food Webs, Food Chains, and Organism Classification 8th Grade HERE using guided notes: HERE. Closing Strategy: Exit Slip: Choose your favorite animal. Describe whether it is primarily a producer, consumer, or decomposer and describe how it meets its needs for food, water, shelter, space, and competes for mates.	**Formative Assessment:** Exit Slip: Create a simple food chain and label your organisms as a producer, consumer, or decomposer.
Wednesday	Given notes and video clips, I can recall how energy and nutrients flow in ecosystems using food webs, food chains, and energy pyramids. **8-LS1-5**	Activating Strategy: Discussion: Ecology, what living things need to survive, and the goal of life. (Water, Food, Shelter, Space, and Mates). Mastery Connect Questions Bell Ringer 1/7/2026 Lesson/Mini Lesson: Please watch the following video on Youtube: **Periodical Cicadas Overrun the Forest | Planet Earth | BBC Earth or HERE.** Think about this in terms of water, food, shelter, space and mates.	**Formative Assessment:** Exit Slip: Create simple diagrams describing a food chain, food web, and energy pyramid.

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		Activity: Students will complete slides 19-25 in Food Webs, Food Chains, and Organism Classification 8th Grade HERE using guided notes: HERE. Closing Strategy: Exit Slip: Exit Slip: Create simple diagrams describing a food chain, food web, and energy pyramid.	
Thursday	Given guided notes, video clips, and a Gizmo Lab practice, I can recall structures on plants that help to enable successful reproduction. 8-LS4-1	Activating Strategy: review most missed questions from symbiotic relationships quiz 1 from previous class period. Lesson/Mini Lesson: Please watch the following video on YouTube: Apple life cycle or HERE. Activity: 1. Students will copy and complete the guided notes for Plant Reproductive Structures HERE using the notes HERE. 2. Students will complete the Gizmo for labeling the parts of a plant with the teacher. They will then do this by themselves. See plant reproduction gizmo lab. Closing Strategy: CFU Questions from notes.	**Formative Assessment:** Students will complete the Gizmo Lab Quiz.
Friday	Given a coloring activity, I can recall the parts of a flower and their function. 8-LS4-1	Activating Strategy: Please watch the following video on YouTube: Parts of Flower | Pollination Video | Video for Kids or HERE.	Formative Assessment: Teacher will walk around the room and quiz students over the parts of the flower using a diagram and/or flower model.

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		Lesson/Mini Lesson: Students will review the notes for Flower Reproduction Notes with their teacher: HERE Activity: **Students will complete the Parts of Flower Coloring Sheet. HERE** Closing Strategy: Exit Slip.	

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WEEK 21:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a 3D parts of a flower art activity,I can create a 3D model of a flower and describe the functions of the parts of a flower. 8-LS4-1	Activating Strategy: Practice Parts of Flower Quiz. Use slides from notes. Lesson/Mini Lesson: Students will review the notes for Flower Reproduction Notes with their teacher: HERE Activity: **Students will begin working on the 3D parts of a flower diagram (TPT). Students will need to define each of the parts listed including the stigma and style. (Minor Grade).** Closing Strategy: Exit Slip. Students will draw and label the Pistil and Stamen.	Formative Assessment: Teacher will walk around the room and quiz students over the parts of the flower using a diagram and/or flower model.
Tuesday	Given a 3D parts of a flower art activity,I can create a 3D model of a flower and describe the functions of the parts of a flower. 8-LS4-1	Activating Strategy: Please watch the following video on YouTube: Parts of Flower | Pollination Video | Video for Kids or HERE. Lesson/Mini Lesson: Students will complete the Parts of Flower Quiz HERE. (Complete Quizzes 2-5). (Students will be given 15 minutes to take these quizzes as many times as they need to. At the end of 15 min, we will take graded quiz. Activity: **Students will begin working on the 3D parts of a flower diagram (TPT). Students will need to define each of the parts listed including the stigma and style. (Minor Grade)**	Formative Assessment: Parts of a Flower Quiz 1 HERE.

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		Closing Strategy: Formative Assessment: Students will complete the Parts of a Flower Quiz 1 HERE.	
Wednesday	Given guided notes and video clips, I can recall plant adaptations that help to enable survival and reproduction. 8-LS4-1	Activating Strategy: 1. Review most missed questions from Parts of a Flower Quiz 1 from the previous class. **2. Please watch the following video on Youtube:** The amazing ways plants defend themselves - Valentin Hammoudi or HERE. Lesson/Mini Lesson: Students will complete Plant Adaptations for Survival and Reproduction Notes: HERE. Using guided notes Here Activity: Students will answer all CFU questions in the guided notes and review these with their teacher. Closing Strategy: Students will draw pictures of gravitropism, thigmotropism, phototropism, and phototropism.	Formative Assessment: CFU questions embedded in the notes to assess student understanding. Call on random students. Summative: Flower Parts Quiz Tomorrow, minor grade.
Thursday	Given a poster activity, I can recall structures and adaptations plants use to help ensure reproduction. 8-LS4-1	Activating Strategy: Please watch the following video on Youtube: **Plant Anatomy & Physiology: Plants Are Hardcore: Crash Course Biology #42 or HERE. Only through plant defenses. (8:05-9:55 min)** Lesson/Mini Lesson: Discuss video segments as it relates to plant survival and defense.	**Formative Assessment:** Short Write: Write a short paragraph describing the plant defense you think is the most effective and why.

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		Activity: Students will begin the poster activity for plant adaptations. **HERE** Closing Strategy: Exit Slip/Short Write.	
Friday	Given a poster activity, I can recall structures and adaptations plants use to help ensure reproduction. (Students will finish their poster today.) 8-LS4-1	Activating Strategy: MC Bell Ringer Flower Vocabulary Assessment HERE. Lesson/Mini Lesson: Review of plant structures for defense and adaptations. Activity: Students will complete the poster activity for plant adaptations. **HERE** Closing Strategy: Review of flower vocabulary assessment.	**Summative Assessment:** Flower Vocabulary Assessment HERE

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WEEK 22:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**NO SCHOOL**	**NO SCHOOL**	**NO SCHOOL**
Tuesday	Given guided notes and videos, I can recall the different types of symbiotic relationships: mutualism, commensalism, and parasitism.	Activating Strategy: Bell Ringer 0120268. Lesson/Mini Lesson: 1. Assessment on food webs, food chains, and energy pyramids HERE. 2. Please watch the following video on Youtube: Limiting Factors or HERE. Activity: Students will complete and copy notes in Competition and Symbiosis HERE. Using the guided notes HERE. Closing Strategy: Students will correctly answer all CFU questions in their notebook from the notes and go over these with the teacher.	Formative Assessment: CFU questions from notes. Summative Assessment: Assessment on food webs, food chains, and energy pyramids HERE. (minor grade).
Wednesday	Given a symbiotic relationships practice sheet and practice quiz, I can recall parasitism, mutualism, and commensalism. 8-LS1-5	Activating Strategy: 4 square: Students will quickly research examples of symbiotic relationships and describe WHY they are representative of those relationships. Lesson/Mini Lesson: Please watch the following video on Youtube: **Symbiosis In The Sea | JONATHAN BIRD'S BLUE WORLD or HERE.** Activity: **Students will complete Symbiosis Practice Sheet HERE.** Review answers to practice sheet with students.	**Formative:** Student answers to Mastery Connect: **Symbiotic Relationships Practice 20268**.

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		Closing Strategy: **Mastery Connect Practice Questions: Symbiotic Relationships Practice 20268.**	
Thursday	Given a symbiotic relationship station activity, I can classify an ecological relationship as parasitism, mutualism, or commensalism and describe the impacts on each species in the relationship.	Activating Strategy: Mastery Connect Bell Ringer 012220268 Lesson/Mini Lesson: Review most missed questions from Symbiotic Relationships Practice 20268. Activity: Students will complete the Symbiotic Relationship Stations Activity | Symbiosis, by Science from Scratch in the TPT folder. Closing Strategy: Think, Pair, Share. Students will meet with another group to check answers and discuss any discrepancies. Teacher will walk around to listen to group discussions and assess student learning.	**Formative Assessment: Students discussions and answers to Think, Pair, Share. Student responses to stations activity, and bell ringer responses.** **Note: Remind students they will have a quiz during the next class on Symbiotic Relationships.**
Friday	Given a study guide, I can recall how energy and nutrients flow through an ecosystem through flood chains, food webs, and energy pyramids. I can recall the reproductive parts of a flower, and describe symbiotic relationships.	Activating Strategy: 1. Review of symbiotic relationships. 2. Students will take Symbiotic Relationships Quiz 1. (Minor Grade). Lesson/Mini Lesson: Review of food webs, chains, and energy pyramids. Activity: Students will be given a study guide to complete in class. Students will work through page 8 on the study guide found here. Closing Strategy: Exit Slip. Please explain how energy and nutrients/toxins move through an ecosystem.	Summative Assessment: **Students will complete** Symbiotic Relationships Quiz 1 **HERE Graded**

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WEEK 23:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a study guide, I can recall how energy and nutrients flow through an ecosystem through flood chains, food webs, and energy pyramids. I can recall the reproductive parts of a flower, and describe symbiotic relationships.	Activating Strategy: 1. Review the Symbiotic Relationships Quiz 1. (Minor Grade) from previous class period. Lesson/Mini Lesson: Review of food webs, chains, and energy pyramids. Activity: Students will be given a study guide to complete in class. Students will work through page 8 on the study guide found here. Closing Strategy: Exit Slip. Please explain how energy and nutrients/toxins move through an ecosystem.	Summative assessment: Students will take Ecology Test 1 2026 Test in Mastery Connect next class period.
Tuesday	Learning Target: Given guided notes, I can recall plant chemical processes for survival: Photosynthesis, Respiration, and Transpiration. **8-LS4-1** Note: If we are in school today, we will have the Ecology Test 1 2026 in mastery connect. If we are not in school due to weather, we will do the notes for photosynthesis, respiration, and transpiration.	**In School**: Ecology Test 1 **Out of school**: Complete the guided notes for photosynthesis, respiration and transpiration. **Activating Strategy:** 1. Review most missed test questions on mastery connect. 2. Please watch the following video: That Time Oxygen Almost Killed Everything or HERE. **Mini-Lesson:** Students will complete Plant Chemical Processes Notes HERE using the guided notes HERE. **Student Learning/ Practice:** Students will complete the questions and tasks in guided notes for Plant Chemical Processes. **Demonstrate Knowledge:** Students will successfully	Ecology Test 1 Formative: CFU questions within the notes

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		complete the guided notes practice questions. Please use the internet to help you in answering the questions.	
Wednesday	**Learning Target:** Given guided notes,, I can recall the nitrogen cycle, plant structures for survival, and the role of soil pH in plant growth and survivability. **8-LS4-1**	**Starter:** Please watch the following video on Youtube: **Mini-Lesson:** Please watch the following video on YouTube: Carbon and Nitrogen Cycles or HERE. **Student Learning/ Practice:** Students will complete the Nitrogen Cycle and Soil Notes HERE. Use the guided notes HERE.	Demonstrate Knowledge: Students will be able to successfully answer all CFU questions in notes.
Thursday	Given a poster activity, I can create diagrams that explain the processes of photosynthesis, respiration, and the nitrogen cycle. **8-LS4-1**	Activating Strategy: Review of photosynthesis and respiration. Lesson/Mini Lesson: Please watch the following video: **Strawberry Runners Explained - Garden Quickie Episode 76 or HERE.** Activity: **Students will complete a poster activity for Photosynthesis, Respiration and nitrogen cycle. HERE. (Major Grade)** Closing Strategy: Go around the room and quiz students on cellular processes (photosynthesis and respiration) and on the nitrogen cycle.	Formative Assessment: Teacher will walk around and assess student understanding.

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Friday	Given a poster activity, I can create diagrams that explain the processes of photosynthesis, respiration, and the nitrogen cycle. **8-LS4-1**	Activating Strategy: Bell Ringer (Mastery Connect): Photosynthesis and Respiration Review 120424 Lesson/Mini Lesson: Review most missed questions from bell ringer. Activity: **Students will complete a poster activity for Photosynthesis, Respiration and nitrogen cycle. HERE. (Major Grade)** Closing Strategy: Teacher will go around the room and reteach/reassess students who did not do well on the bell ringer.	Formative Assessment: Teacher will walk around and assess student understanding.

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WEEK 24:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a poster activity, I can create diagrams that explain the processes of photosynthesis, respiration, and the nitrogen cycle. **8-LS4-1**	Activating Strategy: Review of photosynthesis and respiration. Lesson/Mini Lesson: 1. Review photosynthesis and respiration. 2. Please watch the following video: **Strawberry Runners Explained - Garden Quickie Episode 76 or HERE.** Activity: **Students will complete a poster activity for Photosynthesis, Respiration and nitrogen cycle. HERE. (Minor Grade)** Closing Strategy: Go around the room and quiz students on cellular processes (photosynthesis and respiration) and on the nitrogen cycle.	Formative Assessment: Teacher will walk around and assess student understanding.
Tuesday	Given a poster activity, I can create diagrams that explain the processes of photosynthesis, respiration, and the nitrogen cycle. **8-LS4-1**	Activating Strategy: Bell Ringer (Mastery Connect): Photosynthesis and Respiration Review 120424 Lesson/Mini Lesson: 1. Review most missed questions from bell ringer. 2. Review Nitrogen Cycle Activity: **Students will complete a poster activity for Photosynthesis, Respiration and nitrogen cycle. HERE. (Minor Grade)**	Formative Assessment: Teacher will walk around and assess student understanding.

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		Closing Strategy: Teacher will go around the room and reteach/reassess students who did not do well on the bell ringer.	
Wednesday	**Given guided notes and video analysis sheet, I can recall methods of asexual reproduction in plants.** 8-LS1-4 **Note: We might do a Gizmo Lab instead.**	Activating Strategy: Please watch the following video on Youtube: Sexual and Asexual Reproduction Explained or HERE. Lesson/Mini Lesson: 1. Please watch the following video on YouTube: Asexual and Sexual Reproduction or HERE. Complete page 1 video analysis sheet and review with your teacher. HERE. 2. Complete Asexual Reproduction Notes HERE using guided notes HERE. Activity: Students will answer all CFU questions in the guided notes and review these with their teacher. Closing Strategy: Exit Slip. Explain how strawberries are able to reproduce asexually. List	Formative Assessment: See exit slip in closing strategy.
Thursday	Given notes and an internet scavenger hunt, I can recall various animal adaptations for survival and provide examples of each. 8-LS1-5	Activating Strategy: Class discussion. What is your favorite animal? Why is it your favorite? What about that animal, past or present, helps it survive in its environment? Lesson/Mini Lesson: Students will go over Survival or Extinction Notes **HERE** with the instructor. Activity: Students will complete Animal Adaptations Scavenger Hunt **HERE**. These concepts will be used on your test. (minor grade)	Formative: CFU questions within the notes. Summative Assessment tomorrow: Quiz: Cellular Processes, Nitrogen Cycle, and Asexual Reproduction Quiz

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		Closing Strategy: Exit Slip. List 3 adaptations you learned about today. Why are adaptations important?	
Friday	Given an animal adaptations poster, I can describe various physical and behavioral adaptations for a specific animal that aid in their survival. 8-LS1-5	Activating Strategy: Please watch the following video on Youtube: **Top 5 Animal Adaptations | BBC Earth (10 min, finish on monday). HERE** Lesson/Mini Lesson: Behavioral vs Physical Adaptations. Go over these concepts with students. Write definitions on the board. Activity: Students will complete animal adaptations poster HERE. Closing Strategy: Exit Slip. Based on the animal you have chosen, list one behavioral and one physical adaptation for survival.	Formative Assessment: Exit Slip.

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WEEK 25:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given an animal adaptations poster, I can describe various physical and behavioral adaptations for a specific animal that aid in their survival. 8-LS1-5	Activating Strategy: MC Bell Ringer: Animal Adaptations 02092026 Lesson/Mini Lesson: Behavioral vs Physical Adaptations. Go over these concepts with students. Write definitions on the board. Finish Video from Friday: **Top 5 Animal Adaptations | BBC Earth (10 min, finish on monday).** **HERE** Activity: Students will complete animal adaptations poster HERE. Closing Strategy: Collaboration: Work with a partner to identify ONE behavioral and ONE physical adaptation of their organism that they did not list on their poster.	Formative Assessment: Exit Slip.
Tuesday	Given an animal adaptations poster, I can describe various physical and behavioral adaptations for a specific animal that aid in their survival. 8-LS1-5	Activating Strategy: Please watch the following video on Youtube: **Mythbusting Opossum Facts | Backyard Nature** or HERE. Then on the board have students list physical and behavioral adaptations that enable the opossum to survive. Lesson/Mini Lesson: Review Nitrogen Cycle with students. Activity: Students will complete animal adaptations poster HERE. Closing Strategy: Animal Adaptations Quiz 02102026	Formative Assessment: Adaptations Quiz 02102026
Wednesday	Given a study guide, I can recall cellular processes, the nitrogen cycle, and physical and behavioral adaptations.	Activating Strategy: Review most missed questions from Animal Adaptations Quiz 02102026 Lesson/Mini Lesson: Review of photosynthesis and respiration.	Formative Assessment: See exit slip.

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		Activity: Ecology Test 2 2026 Study Guide HERE Closing Strategy: Exit Slip. Please describe the process of photosynthesis and respiration.	
Thursday	Given a study guide, I can recall cellular processes, the nitrogen cycle, and physical and behavioral adaptations.	Activating Strategy: MC Bell Ringer: 02122026 Lesson/Mini Lesson: Review of the nitrogen cycle. Activity: Ecology Test 2 2026 Study Guide HERE Closing Strategy: Collaboration. Please get with another student and review your answers to your study guide. Please see the teacher if you both cannot agree on an answer or need assistance.	Formative Assessment: Student conversions during study guide collaboration.
Friday	Ecology Test 2 Animal Adaptations, Asexual Reproduction, and Cellular processes. (Photosynthesis, Respiration, and Nitrogen Cycle). 8-LS1-4 8-LS1-5	Activating Strategy: Ecology Test 2 review Lesson/Mini Lesson: Ecology Test 2 (Major grade) Activity: Ecology Test 2 Closing Strategy: Review of most missed questions from Ecology Test 2. If time permits.	Summative Assessment: Ecology Test 2.

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WEEK 26:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**NO SCHOOL**	**NO SCHOOL**	**NO SCHOOL**
Tuesday	Given guided notes and a video, I can describe the concept of heredity and how genetic information is passed from one generation to another. **8-LS3-2**	Activating Strategy: Hergatt's class: Show students your dna account. Lesson/Mini Lesson: Please watch the following video on Youtube: **DNA, Chromosomes, Genes, and Traits: An Intro to Heredity** or try the link **HERE**. Activity: Students will complete slides 1-20 in Heredity notes **HERE.** **Using Heredity guided notes Part 1 HERE** Closing Strategy: Students will successfully answer CFU questions on slides 10-15 in Heredity notes. **Diagram of cell→ chromosome → allele**	Formative Assessment: Students will complete CFU questions in notes.
Wednesday	Given notes and a video, I can recall how traits are passed using chromosomes. **8-LS3-2**	Activating Strategy: Please watch the following video on YouTube: **What is a Chromosome?** or try the link **HERE.** Lesson/Mini Lesson: Students will complete slides 21-30 in Heredity notes HERE. **Using Heredity guided notes Part 1 HERE** Part 2: Weebly Heredity (Pages 1-4) HERE.	Formative Assessment: Students will complete cfu questions and closing strategy.

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		Activity: Students will successfully answer CFU questions on slides 31-39 in Heredity notes. Students will complete **Genes, DNA, Chromosomes Article 1 (TPT)**. Closing Strategy: What is a gene? or try the link **HERE.**	
Thursday	Given notes and video, I can recall how dominant and recessive traits determine which trait is shown in offspring. **8-LS3-2**	Activating Strategy: Please watch the following video on YouTube: Alleles and Genes or try the link **HERE.** Lesson/Mini Lesson: Students will complete Heredity notes **HERE. Slides (39-end) Using Heredity Guided Notes Part 2. HERE.** Activity: Genetics Vocabulary Search Activity | Seek and Find Science Doodle (TPT). Closing Strategy: Students will correctly answer CFU questions in Heredity Notes.	**Formative Assessment: Students will complete CFU questions and review content with the instructor.**
Friday	Given a foldable activity, I can recall and describe the terminology associated with heredity and genetics. **8-LS3-2**	Activating Strategy: Instructions on the foldable and how to set it up. Lesson/Mini Lesson: **Please watch the following video on Youtube: Intro to Genetics: Why Your Cat Looks Like That: Crash Course Biology #31or HERE.**	Formative assessment: Teacher will walk around the room to quiz students on terminology and concepts involving heredity and genetics.

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		Activity: Students will complete half of Genetics Vocabulary Foldable on TPT. By Morpho science. Closing Strategy: Teacher will walk around the room to quiz students on terminology and concepts involving heredity and genetics.	

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WEEK 27:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a foldable activity, I can recall and describe the terminology associated with heredity and genetics. **8-LS3-2**	Activating Strategy: Mastery Connect Bell Ringer 022320268 HERE. Lesson/Mini Lesson: **Where do genes come from? - Carl Zimmer or HERE.** Activity: Students will complete the Genetics Vocabulary Foldable on TPT. By Morpho science. Closing Strategy: Teacher will walk around the room to quiz students on terminology and concepts involving heredity and genetics.	Formative assessment: Teacher will walk around the room to quiz students on terminology and concepts involving heredity and genetics.
Tuesday	**Given notes and a video, I can recall the purpose of a Punnett Square and how to complete a Punnett Square. 8-LS3-2**	Activating Strategy: Mastery Connect Quiz: Heredity and Genetics 121624. Review most missed questions from the quiz. Lesson/Mini Lesson: Please watch the following video on YouTube: **Heredity: Crash Course Biology #9** Activity: Students will complete slides (1-19) with their instructor in Punnett Square Notes **(HERE)**. Closing Strategy: Students will complete CFU questions in notes with the instructor.	Exit Slip: In your own words, describe the purpose of a punnett square and how to use it. You can create a diagram if you prefer.
Wednesday	Given notes I can recall how to determine the percent/ratio or	Activating Strategy: Review of punnett squares and terminology.	Formative Assessment: Teacher will review Practice Sheet 1 with students during the next class.

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	probability of an offspring born with a particular trait. **8-LS3-2** **If time:** Please watch the following video: **Multiple Alleles (ABO Blood Types) and Punnett Squares** Or HERE.	Lesson/Mini Lesson: Students will complete slides 20-55 in Punnett Square notes. **HERE** Activity: Students will successfully answer all CFU questions with instructor in Punnett Square notes. Please watch the following video: **Incomplete Dominance, Codominance, Polygenic Traits, and Epistasis! Or HERE** Closing Strategy :**Practice Sheet 1 HERE.(Forrester) Hergatt will use Punnett Square Practice 2: HERE**	
Thursday	Given a spongebob genetics activity, I can complete punnett squares for various traits and determine the probability/ratio of observing a particular trait in the offspring. **8-LS3-2**	Activating Strategy: Please watch the following video on Youtube: **Monohybrids and the Punnett Square Guinea Pigs or HERE** Lesson/Mini Lesson: Students will complete practice examples with the teacher on the board. Give instructions for Spongebob Genetics Sheet. Activity: Start **Spongebob Genetics sheet. HERE. Google Slides to correspond with document. Teacher will work examples from various sections on the board based on class needs.** Closing Strategy: Review answers to spongebob practice sheet. Students will work with a partner to discuss answers. Teacher will mediate disputes and misconceptions during this portion of the class.	**Formative Assessment: Spongebob Practice Sheet.**

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Friday	Given a spongebob genetics activity, I can complete punnett squares for various traits and determine the probability/ratio of observing a particular trait in the offspring. **8-LS3-2**	Activating Strategy: Bell Ringer Practice Quiz and Review on Mastery Connect: **Genetics and Punnett Square**. Lesson/Mini Lesson: Students will complete practice examples with the teacher on the board. Give instructions for Spongebob Genetics Sheet. Activity:**Spongebob Genetics sheet. HERE.** **Google Slides to correspond with document** Closing Strategy: Review answers to spongebob practice sheet. Students will work with a partner to discuss answers. Teacher will mediate disputes and misconceptions during this portion of the class.	**Formative Assessment: Spongebob Practice Sheet and answers to Mastery Connect Bell Ringer: Genetics and Punnett Square** HERE

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WEEK 28:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**Given a Gizmo lab,** I can use a Punnett Square to determine the genotypes and phenotypes of various crosses. **8-LS3-2**	Activating Strategy: Mastery Connect Practice Questions: Heredity Test Practice 10725 Lesson/Mini Lesson: *Bill Nye: Genetics Video* Activity: Students will complete Gizmo Lab: Mouse Genetics. Closing Strategy: Students will complete assessment on Gizmo.	Formative Assessment: Review gizmo lab assessment with students. Focus on most missed questions.
Tuesday	Given a genetics coloring sheet/study guide, I can recall the principles of heredity and how to use a Punnett Square to determine the genotype and phenotype of various crosses. **8-LS3-2**	Activating Strategy: Genetics Quiz Genetics on Mastery Connect and Punnett Square. HERE (Forresters quiz he made last week). Lesson/Mini Lesson: Review most missed questions from Heredity Test Practice 10725 Activity: Students will complete Monohybrid Cross Punnett Square Genetics Coloring Worksheet Set with Monsters (TPT). Closing Strategy: Review coloring sheet with students.	Formative Assessment: Review most missed questions from Heredity Test Practice 10725.
Wednesday	Given a Genetics ISN, I can recall the principles of genetics and how to use and read a Punnett Square. **8-LS3-2**	Activating Strategy: Review most missed questions from Mastery Connect Quiz: Heredity Quiz 10825 Lesson/Mini Lesson: Review most missed questions from Heredity Test Practice 10725 Activity: Students will complete Genetics ISN. **HERE.**	**Summative Assessment: Students will take final assessment next class period.**

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		Closing Strategy: The teacher will walk around and assist students as needed to complete their study guide. Work with struggling students.	
Thursday	Given a genetics coloring sheet/study guide, I can recall the principles of heredity and how to use a Punnett Square to determine the genotype and phenotype of various crosses. **8-LS3-2**	Activating Strategy: Please watch the following video on YouTube: **Bloodline_ The Search for Speed or HERE.** Lesson/Mini Lesson: Mastery Connect Bell Ringer: : : BR0182025 Review most missed questions from Bell Ringer BR0182025 Activity: Students will complete Monohybrid Cross Punnett Square Genetics Coloring Worksheet Set with Monsters (TPT). Closing Strategy: Review coloring sheet with students. Students will take quiz: **Heredity Quiz 10825**	**Summative Assessment: Mastery Connect Quiz: Heredity Quiz 10825**
Friday	TEST: HEREDITY AND PUNNETT SQUARES TEST. **8-LS3-2**	Activating Strategy: Heredity and Punnett Square review. Lesson/Mini Lesson: TEST Activity: MASTERY CONNECT TEST: HEREDITY AND PUNNETT SQUARES TEST Closing Strategy: If time, review most missed questions from the test.	**Summative Assessment:** HEREDITY AND PUNNETT SQUARES TEST

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WEEK 29:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a reading passage, notes and a video with a video analysis sheet, I can recall how genetic mutations occur and how they can impact an organism or their offspring. **8-LS3-1**	Activating Strategy: Review most missed questions from Genetics Test 1 2025. 2. Genetic Mutations Reading passage. (TPT Folder. Just do short answer questions). Lesson/Mini Lesson: Please watch the following video on Youtube: Mutations (Updated) or try the link **HERE**. Activity: Students will complete Amoeba Sisters Mutation video analysis sheet while watching the video. Video analysis sheet is **HERE**. Students will begin Mutations notes **HERE**. Closing Strategy: Review answers to Amoeba Sisters Video Analysis Sheet.	**Formative** **Exit Slip: Explain in your own words what a mutation is. Explain how they can be positive, negative, or neutral.**
Tuesday	Given notes and a video/video analysis sheet, I can recall the difference between gamete and somatic cell mutations. **8-LS3-1**	Activating Strategy: Lesson/Mini Lesson: Students will begin Mutations notes **HERE**. Activity: Students will complete CFU questions with their instructor in the notes. Closing Strategy: Students will research an example of a positive, negative, and neutral mutation in humans and write them in their notes.	**Formative** **Exit Slip: Students will Research an example of a somatic cell and a germ line/gamete mutation. Describe the mutation.**Explain the difference between a mutation in a gamete cell vs a mutation in a somatic cell.
Wednesday	Given a genetics mutation activity (TPT) and a video, I can recall the difference between gamete and somatic cell mutations and how a	Activating Strategy: **Mutations 1182025** Lesson/Mini Lesson: **Please watch the following video on Youtube:** Malaria and Sickle Cell Anemia – HHMI BioInteractive Video or try the link HERE.	**Exit Slip: Explain how Sickle Cell Disease can be both positive and negative.**

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	mutation can be both positive and negative. **8-LS3-1**	Activity: **Students will finish Mutations notes HERE. (If needed) Students will complete Mutations Activity (Tpt folder. DNA Mutations Activity. Place on Google Slides).** Closing Strategy: Mutations Review 1202025	
Thursday	Given a reading comprehension sheet with graphic organizer, and video the learner will be able to recall what a mutation is and how they can be passed from one generation to the next. **8-LS3-1**	Activating Strategy: Please watch the following video on Youtube: **Genetic Mutations: Is Drinking Milk a Super Power? Crash Course Biology #37 or HERE.** Lesson/Mini Lesson: Students will read: Mutant DNA and complete the graphic organizer for the reading passage. (TPT folder, Mutant DNA, read pages 2-4, and complete graphic organizer on pg 9.) Activity: Students will complete the notes check: HERE. (4th period will complete this for a grade next monday during RAM time). Closing Strategy: Complete the following exit slip: **HERE.**	**Formative Assessment:** Exit Slip: **HERE**
Friday	**NO SCHOOL TEACHER WORK DAY**	**NO SCHOOL TEACHER WORK DAY**	**NO SCHOOL TEACHER WORK DAY**

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WEEK 30:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**Given a genetic mutation research project, I can develop an infographic about a mutation to share with an audience.**	Activating Strategy:Mutations Review 32420258 Lesson/Mini Lesson: Instructions for Mutation Project. Watch this video about how to make a proper infographic. LINK to VIDEO **Title of Video:** What Makes an Effective Infographic? Activity: Please see slides here for Genetic Mutations Infographic Project rubric. HERE. Closing Strategy: Check with students to ensure that they all have an appropriate topic to research. Make sure projects inform people and not mock people.	**Formative Assessment:** Mutations Review 1212025
Tuesday	**Given a genetic mutation research project, I can develop an infographic about a mutation to share with an audience.** **8-LS3-1**	Activating Strategy: Students will take **(MC) Mutations Quiz 1 (Minor Grade).** Lesson/Mini Lesson: Review most missed questions from Mutations Quiz 1 (minor grade). Activity: Please see slides here for Genetic Mutations Infographic Project rubric. HERE. Closing Strategy:Individually review the Mutations Quiz 1 with students who did not pass.	**Formative Assessment: (MC) Mutations Quiz 1**
Wednesday	**Given a genetic mutation research project, I can develop**	Activating Strategy: Please watch the following video on Youtube: Bozeman Science Mutations: HERE.	**Formative Assessment: Exit Slip. Critique another students work.**

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	an infographic about a mutation to share with an audience. **8-LS3-1**	Lesson/Mini Lesson: Review Sickle Cell Disease with students. Use Punnett Squares. Activity: Please see slides here for Genetic Mutations Infographic Project rubric. HERE. You will finish this project today. Closing Strategy: Student presentations/walk about. Students will go around and ask questions about other students' projects and provide feedback. Example: 1. What do you like most about their project? 2. Is it easy to understand and gain information about the disease? 3. What would you have done differently? 4. What treatments or progress is being made in helping people with this disease? 5. What interested you the most about this topic?	**Write a short paragraph explaining what you liked, what you learned, and what you would have done to make their project better.**
Thursday	Given notes and video clips, the student will recall the role of artificial selection and genetic engineering in helping to improve human health. 8-LS4-5	Activating Strategy: Please watch the following video on Youtube: **Natural Selection Animation or HERE.** **Discussion Questions:** 1. **Why did the colorful organisms get eaten first?** 2. **Why can't the creatures just change its color to what it wanted?** 3. **What determines the color of the organism?** 4. **How could we change the color of the organism?** 5. **What do you think the result would be different if grass covered the area where the creatures lived?**	Formative Assessments: Students will complete CFU questions in the notes with the instructor.

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		Lesson/Mini Lesson: **Students will complete slides 1-22 in Genetic Engineering and Selection Notes HERE.** Activity: Create a T-Chart in your notebook. Describe the difference between natural selection vs artificial selection. Provide a real world example of each. Closing Strategy: Discuss T-Charts with students.	
Friday	Given notes and video clips, the student will recall the role of biomedical research and genetic engineering in helping to improve human health.8-LS4-5	Activating Strategy: *Please watch the following video:* **Are GMOs Good or Bad? Genetic Engineering & Our Food or HERE** Lesson/Mini Lesson: Students will complete slides 22-32 in Genetic Engineering and Selection Notes HERE. Students will complete CFU questions in the notes. Activity: Read the following article from the FDA. How GMO Crops Impact Our World and complete the following sheet questions **HERE.** Closing Strategy: Review answers to FDA GMO sheet with students.	**Formative Assessment: Students will complete CFU questions and review answers for FDA GMO sheet with students.**

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WEEK 31:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	ELA BENCHMARK TESTING DAY. **Given a reading article, I can recall the pros and cons of genetic engineering.** 8-LS4-5	Activating Strategy: MC Review questions: GE1292025 Lesson/Mini Lesson: **Review of artificial selection and genetic engineering. Genetic Engineering or HERE.** Activity: **Students will read the article: Genetic Engineering Reading Article Humans Influence Inheritance of Traits (TPT).** **(Note: Create google slides for pg 6 through 9 for reading, and then copy the answer sheet on pages 10-11).** Closing Strategy: **Students will answer the questions about the article on page 1 of the reading comprehension questions for the article. Questions #1-10.**	**Formative Assessment: Explain in your own words the difference between natural selection and genetic engineering is.** **Students will be given a quiz tomorrow.**
Tuesday	**Given a reading article, I can recall the pros and cons of genetic engineering.** 8-LS4-5	Activating Strategy: MC Quiz: MC Genetic Engineering 1302025 (minor grade). Lesson/Mini Lesson: Changing the Blueprints of Life - Genetic Engineering: Crash Course Engineering #38 or HERE Activity: **Students will read the article: Genetic Engineering Reading Article Humans Influence Inheritance of Traits (TPT).** **(Note: Create google slides for pg 6 through 9 for reading, and then copy the answer sheet on pages 10-11).** Closing Strategy: **Students will answer the questions about the article on page 1 of the reading comprehension**	**Summative Assessment:** MC Genetic Engineering 1302025 (minor grade).

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Wednesday	MATH BENECHMARK TESTING DAY. Given a poster activity, I can create a poster describing the pros and cons of an aspect of genetic engineering on the environment, medicine, or food. 8-LS4-5	Activating Strategy: MC Quiz: Review most missed MC Genetic Engineering 1302025 (minor grade). Lesson/Mini Lesson: Please watch the following video: **Genetically engineering mouse DNA could be key to curbing Lyme disease | 60 Minutes or HERE.** Activity: Students will complete genetic engineering poster activity. **HERE** (major grade). Closing Strategy: Think, Pair, Share. Students will walk around and talk about their projects with other students. Questions to ask: 1. What is your project about? 2. What are the benefits of your GMO? 3. What are some of the possible negative aspects of your GMO?	**Summative Assessment:** Genetic Engineering Poster (Major Grade).
Thursday	Given a poster activity, I can create a poster describing the pros and cons of an aspect of genetic engineering on the environment, medicine, or food. 8-LS4-5	Activating Strategy: Punnett Square Review (Mastery Connect Questions). Lesson/Mini Lesson: Reading Article: Genetic Engineering Golden Rice, TPT by Steampuncked Science. (SNTP). Activity: Students will complete genetic engineering poster activity. **HERE** (major grade).	**Summative Assessment:** Genetic Engineering Poster (Major Grade). Note: Students will be able to work on posters next week during RAM Time.

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		Closing Strategy: Think, Pair, Share. Students will walk around and talk about their projects with other students. Questions to ask: 4. What is your project about? 5. What are the benefits of your GMO? 6. What are some of the possible negative aspects of your GMO?	
Friday	8th Grade Unit Review Test 8-LS1-5 8-LS4-1 8-LS3-2 8-LS3-1 5 questions from each unit.	Activating Strategy: Heterozygous and Homozygous review with Punnett Squares. Lesson/Mini Lesson: 8th Grade Unit Review Test Activity: 8th Grade Unit Review Test Closing Strategy: Review most missed questions from 8th Grade Unit Review Test if time permits.	Summative Assessment: 8th Grade Unit Review Test

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WEEK 32:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**NO SCHOOL**	**NO SCHOOL**	**NO SCHOOL**
Tuesday	Given a poster activity, I can create a poster describing the pros and cons of an aspect of genetic engineering on the environment, medicine, or food. 8-LS4-5	Activating Strategy: Review most missed questions from 8th Grade Unit Review Test. Lesson/Mini Lesson: Please watch the following video on YouTube: **Genetically engineering mouse DNA could be key to curbing Lyme disease | 60 Minutes** Or HERE. Activity: Students will complete genetic engineering poster activity. **HERE** (major grade). Closing Strategy: Think, Pair, Share. Students will walk around and talk about their projects with other students. Questions to ask: 7. What is your project about? 8. What are the benefits of your GMO? 9. What are some of the possible negative aspects of your GMO?	**Summative Assessment:** Genetic Engineering Poster (Major Grade). Note: Students will be able to work on posters next week during RAM Time.
Wednesday	Given notes and video clips, I can explain how the fossil record allows scientists to learn about past organisms and environments. **8-LS4-1**	Activating Strategy: Review most missed questions from Genetics Unit Test 25. Lesson/Mini Lesson: Students will complete slides 1-14 of The Fossil Record Notes **HERE**. Activity: Complete the Human Fossil Activity **HERE**.	Formative Assessment: CFU questions in the notes.

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		Closing Strategy:	
Thursday	Given notes and video clips, I can recall how natural selection guides the process of evolution. **8-LS4-1 8-LS4-2 8-LS4-6**	Activating Strategy: Discuss Human Fossil Activity from previous lesson. A. 1. What did they find interesting? 2. Were they able to infer anything from the fossil? 3. If you could go back in time, what would you like to ask an ancient human or would like to know about your fossil? B. Please watch the following video: How to fossilize...yourself - Phoebe A. Cohen or HERE. Lesson/Mini Lesson: Students will complete slides 15-24 of The Fossil Record Notes **HERE**. Students will need their textbook to complete the CFU section in their notebook. Activity: Complete the Model It section on page 141 in your textbook. Closing Strategy: review answers to Model It section on pg 141.	**Formative Assessment: CFU question in notes.**
Friday	Given a natural selection comic strip activity, I can describe the principles of natural selection and explain how this leads to evolution. **8-LS4-1 8-LS4-2 8-LS4-6**	Activating Strategy: Please watch the following video on Natural Selection (Amoeba Sisters) HERE. Lesson/Mini Lesson: Please watch the following video on Youtube: **What is natural selection? | Natural History Museum or HERE.** Activity: Students will begin working on their Natural Selection Comic Strip Activity (TPT) **Natural Selection Project - Comic**	**Formative Assessment: Teacher Walk.** Teacher will individually ask students to explain what natural selection means to them. This will be done while they are working on their comic strips.

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		Strip Activity by morpho science (Minor Grade). Note: Print pg 3 and 8 together. Closing Strategy: Teacher Walk (Teacher will go around the room and discuss natural selection with students. Ask them individually to explain natural selection.	

WEEK 33:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a natural selection comic strip activity, I can describe the principles of natural selection and explain how this leads to evolution. **8-LS4-1 8-LS4-2 8-LS4-6.**	Activating Strategy: MC Review: Natural Selection/Evolution 04132026 Lesson/Mini Lesson: **Natural Selection Simulation Activity Survival of the Fittest Game.** Activity: Students will begin working on their Natural Selection Comic Strip Activity (TPT) Natural Selection Project - Comic Strip Activity by morpho science. Closing Strategy: Gallery Walk. Students will walk around and rate which comic strip they feel is the best and provides the most clarity in describing natural selection.	**Formative Assessment:** MC Review: Natural Selection/Evolution 04132026
Tuesday	**Given a homologous structures activity, I can recall that organisms share similar characteristics. 8-LS4-4, 8-LS4-1, and 8-LS4-2**	Activating Strategy: **Please watch the following video: What is the Evidence for Evolution? Or HERE.** **2. Homologous Structures Slideshow HERE** Lesson/Mini Lesson: **Students will read pages 160-161 in Elevate Science Textbook. Using** Homologous Structures Guided Reading Questions and Activity form HERE. Activity: Students will complete the drawing activity attached to the Homologous Structures Guided Reading Questions and Activity. (See above).	Formative Assessment: Homologous Structures Guided Reading Questions and Activity.

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		Closing Strategy: Exit Slip: Describe the difference between homologous and analogous structures.	
Wednesday	**Given an evolutionary evidence activity, I can explain how natural selection guides evolution. 8-LS4-4, 8-LS4-1, and 8-LS4-2**	Activating Strategy: Please watch the following video on Youtube: **Darwin Missed An Example of Evolution Right Under His Nose or HERE.** Lesson/Mini Lesson: Review of natural selection and evolution. Make sure students understand that competition is fierce for food, water, shelter, space, and mates. Activity: Students will complete: **Galapagos Tortoises Evidence of Evolution Activity, by Science Lessons that Rock (TPT).** Closing Strategy: Review answers with students from Galapagos Tortoises Evidence of Evolution Activity	**Formative Assessment:** Galapagos Tortoises Evidence of Evolution Activity. Quiz Tomorrow!!
Thursday	Given guided notes and videos, I can recall how relative dating and the Law of Superposition can help date fossils. **8-LS4-1**	Activating Strategy: MC Connect: Natural Selection and Evolution Practice 04162026 Lesson/Mini Lesson: **Students will complete ½ of guided notes HERE for Fossil Notes HERE.** Activity: Students will complete CFU questions with the teacher in their notes. Closing Strategy: Review most missed answers from quiz on Evolution, Natural Selection, and Structures.	Summative Assessment: MasteryConnect Quiz: Evolution, Natural Selection, and Structures. (minor grade).
Friday	Given guided notes, I can recall the definition and qualities of an index fossil	Activating Strategy: Quiz: MasteryConnect Quiz: NS/Evolution 4/16/26 (minor grade).	**Formative Assessment: Index Fossils and Relative Dating**

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	and how fossils can show how organisms change over time. **8-LS4-1**	Lesson/Mini Lesson: **Students will complete guided notes HERE for Fossil Notes HERE.** Activity: Students will complete **Index Fossils and Relative Dating Reading and Worksheets, by Ms P's Earth Science Activities (TPT).** Closing Strategy: Review answers to **Index Fossils and Relative Dating Reading and Worksheets (TPT) with students.**	**Reading and Worksheets (TPT) with students.**

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WEEK 34:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**Given an Index Fossils and Relative Dating Reading Comprehension sheet, I can use relative dating to determine the age of fossils and identify and use index fossils. 8-LS4-2**	Activating Strategy: Mastery Connect Review (forrester did this friday). Practice 022425 or HERE. Lesson/Mini Lesson: Review of index fossils. Activity: Students will complete **Given an Index Fossils and Relative Dating Reading Comprehension, morpho science in TPT folder.** Closing Strategy: Think, Pair, Share, Students will spend the last 10 minutes of class going over their answers and discussing their responses with other students. The teacher will mediate any disputes between answers.	**Summative Assessment:** Students will complete a mastery connect quiz tomorrow on this topic (minor grade).
Tuesday	Given a Natural Selection Gizmo lab, I can model how environmental changes can influence the traits seen in a population. **8-LS4-4**	Activating Strategy: Students will complete Mastery Connect Practice: Fossils Practice 042126 Lesson/Mini Lesson: Review of natural selection and evolution. Instructions for natural selection gizmo lab. Activity: Students will complete the Natural Selection Gizmo Lab. Closing Strategy: Students will complete the natural selection gizmo lab on the gizmo website.	Summative Assessment: Relative Dating and Index Fossil Quiz.
Wednesday	Given a natural selection activity, I can recall the role natural selection plays in evolution. **8-LS4-4**	Activating Strategy: Review most missed questions from MasteryConnect Relative dating and index fossils quiz.	Formative Assessment: Exit Slip.

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		Lesson/Mini Lesson: Natural Selection Pick up Game: Students will be given the "traits" of tweezers, straws, and popsicle sticks to pick up as much corn as they can in under 1 minute. Students who do not pick up the required amount did not survive to pass on their genes. Tally up which trait survived and reproduced. Activity: Students will participate in Natural Selection Corn Lab (see below). Closing Strategy: Exit Slip. Students will answer and submit the following on google classroom Natural Selection Corn Lab: HERE.	
Thursday	Given a natural selection activity, I can recall how variation of traits can lead to changes in a population over time. **8-LS4-4**	Activating Strategy: Please watch the following video on Youtube: **How Evolution Works (And How We Figured It Out) or HERE.** Lesson/Mini Lesson: Students will be given instructions to complete the Butterfly Lab. Activity: Students will complete the Butterfly Natural Selection Activity HERE. Closing Strategy: Exit Slip	Formative Assessment: Exit Slip. Look at all of the butterflies that survived. Did they have traits in common? Does anything stand out to you? If your butterfly did not survive, what would you do differently?
Friday	Given guided notes, I can recall how earth's biological history is broken up into eras, periods, and epochs and be able to read the Geologic Time Scale.	Activating Strategy: Bell Work 02272025 Lesson/Mini Lesson: Students will take guided notes HERE on the geologic time scale and the paleozoic era. Videos will be shown during the notes. Notes are HERE. (Slides 1-33)	**Formative Assessment: Think, Pair, Share. Teacher will walk around to listen to discussions and ask questions about graphic organizers.** **1. What did you find interesting about this era?**

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		Activity: Students will complete the Paleozoic Era graphic organizer HERE. Closing Strategy: Think, Pair, Share. Students will discuss their answers to the Paleozoic Graphic Organizer.	**2. What organisms are missing from this era. Example: Mammals, birds, grass.**

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WEEK 35:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Learning Target: Given guided notes, I can recall how earth's biological history is broken up into eras and explain the types of organisms associated with the Paleozoic era. 8-LS4-2	Activating Strategy: Review of the geologic time scale and paleozoic era. Lesson/Mini Lesson: Students will take guided notes HERE on the geologic time scale and the Paleozoic era. Videos will be shown during the notes. Notes are HERE. Slides 20-30 Activity: Students will complete the Paleozoic Era graphic organizer HERE. Closing Strategy: Exit Slip: Write a brief description of how the paleozoic era was different from the Precambrian. What ended each of these eras?	**Formative Assessment: Paleozoic Graphic Organizer.**
Tuesday	Given guided notes, I can recall how earth's biological history is broken up into eras and the types of organisms associated with the Mesozoic era. **8-LS4-2**	Activating Strategy: Bell Ringer 03042025 Lesson/Mini Lesson: Students will take guided notes HERE on the geologic time scale and the Mesozoic era. Videos will be shown during the notes. Notes are HERE. Slides 35-50 Activity: Students will complete the Mesozoic Era graphic organizer HERE. Closing Strategy: Students will complete CFU questions at the end of the notes. The instructor will go over the answers to the questions with students to ensure understanding.	Formative Assessment: Students will complete the Mesozoic Era Graphic Organizer.

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Wednesday	**SC READY WRITING TEST**	Activating Strategy: Lesson/Mini Lesson: Activity: Closing Strategy:	
Thursday	**SC READY READING TEST**	Activating Strategy: Lesson/Mini Lesson: Activity: Closing Strategy:	
Friday	Given guided notes and a graphic organizer, I can describe the animals, plants, climate, and geologic activity of the cenozoic era. **8-LS4-2**	Activating Strategy: Review of Paleozoic and Mesozoic eras. Lesson/Mini Lesson: Students will take guided notes HERE on the Cenozoic era. Videos will be shown during the notes. Notes are HERE. Finish Slides. Activity: Students will complete the cenozoic graphic organizer HERE Closing Strategy: Think, Pair, Share. You and another student will compare your graphic organizers for the paleozoic, mesozoic, and cenozoic eras. How are your organizers similar? How are they different? Can you spot any mistakes in your partner's organizer?	Formative Assessment: Students will turn in their graphic organizer for paleozoic, mesozoic, and cenozoic eras.

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WEEK 36:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a poster activity, I can create a poster with my group that accurately describes the organisms representative of the paleozoic, mesozoic, and cenozoic eras. **8-LS4-2**	Activating Strategy: Bell Ringer 02082025 Lesson/Mini Lesson: Instructions for The Eras Poster Activity. Activity: **Students will complete The Eras Poster Activity HERE. Students can either work individually or in a group. If in a group, students can each create a panel (8.5x11) and create one large poster.** Closing Strategy: Exit Slip. Imagine you could go into a time machine and visit the precambrian. What is something you would like to observe and why?	Formative Assessment: Teacher will walk around to observe posters and hear discussions between students.
Tuesday	Given a reading passage and a poster activity, I can create a poster with my group that accurately describes the organisms representative of the paleozoic, mesozoic, and cenozoic eras. **8-LS4-2**	Activating Strategy: Students will complete the reading passage with questions for the Paleozoic era: **The Paleozoic Era - Reading Passage and x 10 Questions (EDITABLE) (TPT) The STEM Center.** Lesson/Mini Lesson: Review answers to reading passage. Activity:**Students will complete The Eras Poster Activity HERE. Students can either work individually or in a group. If in a group, students can each create a panel (8.5x11) and create one large poster.** Closing Strategy: Think, Pair, Share. Students will examine another group or student's poster and critique it.	**Formative Assessment: Reading Passage and The Eras Poster Activity.**

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Wednesday	Given a Life through the Eras booklet activity, I can research and desc various organisms representative of the paleozoic, mesozoic, and cenozoic. **8-LS4-2**	Activating Strategy: Review of geologic time: Bell Work 03102025 Lesson/Mini Lesson: Review bell work and instructions for Life through the Eras Booklet activity. Activity: Students will begin Life through the Eras Booklet activity HERE. Closing Strategy: Exit Slip. Explain the difference between eras, periods, and epochs.	**Formative Assessment: Exit Slip.**
Thursday	**SC READY MATH TEST**	Activating Strategy: N/A Lesson/Mini Lesson: Earth Science: Crash Course History of Science #20 or HERE Activity: N/A Closing Strategy: N/A	Assessment:
Friday	Given a Life through the Eras booklet activity, I can research and desc various organisms representative of the paleozoic, mesozoic, and cenozoic. **8-LS4-2**	Activating Strategy: Review of geologic time: Bell Work 03102025 Lesson/Mini Lesson: Review bell work and instructions for Life through the Eras Booklet activity. Activity: Students will begin Life through the Eras Booklet activity HERE. Closing Strategy: Exit Slip. Explain the difference between eras, periods, and epochs.	**Formative Assessment: Exit Slip.**

WEEK 37:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments

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Monday	Given an Earth's Biological History Test, I can recall how various organisms have changed throughout Earth's history due to evolution, driven by natural selection and changing environmental conditions.	Activating Strategy: Mastery Connect: Earth's Biological History Test. Lesson/Mini Lesson: Review index fossils and how volcanoes can cause a warming climate by releasing large amounts of greenhouse gasses. Activity: Earth's Biological History Test 1. Closing Strategy: Review most missed questions from Earth's Biological History Test 1 if time permits.	Summative Assessment: Earth's Biological History Test 1.
Tuesday	Given a video and booklet activity, I can research and describe various organisms representative of the paleozoic, mesozoic, and cenozoic.**8-LS4-2**	Activating Strategy: Bell Work 03062025 Lesson/Mini Lesson: Please watch and discuss the following video: **The Other Explosion You Should Know About or HERE.** Activity: Students will finish Life through the Eras Booklet activity HERE. Closing Strategy: Exit Slip. If you could go in a time machine and visit one era of earth's history, which one would you visit and what would you want to see or learn about?	Formative Assessment: exit slip.
Wednesday	Given a CER assignment, I can evaluate evidence for evolution using the CER format. **8-LS4-4**	Activating strategy: Please watch the first 15min of **The Evolution of Life with David Attenborough (4K Documentary) or HERE.** **Lesson/Mini Lesson: Review how to answer a CER with students.** **Activity: Students will work together to complete a CER for** Evidence of Evolution CER Activity Worksheet, by Flying Colors Science in the TPT folder.	Formative Assessment: Please see closing strategy.

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		Closing Strategy: Students will get with another group and critique each others CER. They will then make changes and turn it.	
Thursday	**Note: Chromebook Return Day** **Given a graphing activity, I can use data to show how environmental changes impact the survival of a species. 8-LS4-4**	Activating Strategy: Activating strategy: Please watch the first 15min of **The Evolution of Life with David Attenborough (4K Documentary) or HERE.** Lesson/Mini Lesson: Review of natural selection and evolution. Activity: Students will complete the Natural Selection Evolution Graphing Activity of Darwin's Finches, by Science Lessons that Rock in the TPT folder. Closing Strategy: Students will work with a partner to discuss their answers.	Formative Assessment: Student responses during the closing activity.
Friday	(Weather Permitting) Given a Geologic Time Chalk activity, I can draw an organism from Earth's past on a timeline in chalk. **8-LS4-2**	Activating Strategy: Review of Geologic Time and the Precambrian vs Cambrian. Lesson/Mini Lesson: Instructions for Geologic Time Chalk Activity. Activity: Students will complete the Geologic Time Chalk Activity. Students will be given an era (Precambrian, Paleozoic, Mesozoic, and Cenozoic) Closing Strategy: Think, Pair, Share. Students will partner with another student from another class and walk the timeline to describe their organism to each other.	Formative Assessment: Students will participate in Think, Pair, and Share during chalk activity.

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WEEK 38:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday			
Tuesday			
Wednesday		Lesson/Mini Lesson: Reading Article: Genetic Engineering Golden Rice, TPT by Steampuncked Science. (SNTP). Precambrian Era Reading Comp (TPT Folder) and Paleozoic Coloring Sheet. (Ram time folder in TPT folder).	
Thursday		**Earth Science: Crash Course History of Science #20 or HERE**	
Friday		Precambrian Era Reading Comp (TPT Folder) and Paleozoic Coloring Sheet. (Ram time folder in TPT folder).	

WEEK 39:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

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