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

Teacher Name: Stephan Hergatt	Subject: 8th Grade Science

FIRST SEMESTER		SECOND SEMESTER	
QUARTER 1	**QUARTER 2**	**QUARTER 3**	**QUARTER 4**
Week 1 Aug 17-21 Aug 24-28 Aug 31-Sep 4 Sep 7-Sep 11 Sep 14-Sep 18 Sep 21- Sep 25 Sep 28 - Oct 2 Oct 5 - Oct 9	Oct 12- Oct 16 Oct 19-23 Oct 26 - 30 Nov 2-6 Nov 9-13 Week 15 Week 16 Week 17 Week 18	Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27	Week 28 Week 29 Week 30 Week 31 Week 32 Week 33 Week 34 Week 35 Week 36

Note: By clicking on the Hyperlink, it will take you to the lesson Plans for that Week

TABLE OF CONTENTS

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

WEEK 1:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday			
Tuesday	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.
Wednesday	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.**	**Students will successfully answer Lab Safety Maze and Puzzle activity sheet.**

TABLE OF CONTENTS

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

		Mini-Lesson: Lab Safety Maze and Puzzle by Beakers and Ink (TPT). Students will work together to complete this assignment.	
Thursday	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)
Friday	I can recall the elements of lab safety.	**Agenda** Collect Lab Safety Contracts from students, signed by parents. (Minor Grade). **Starter: Review questions about Lab Safety, clear up any**	**Students will successfully answer lab safety TEST Questions getting at least an 80% on their assessment.**

TABLE OF CONTENTS

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

		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**).	

TABLE OF CONTENTS

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

WEEK 2: AUG 17-21

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can recall that Inertia is a property of matter that varies with the mass of the object. **Standard: 8-PS2-1. Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects.**	**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.**
Tuesday	I can recall Newton's 1st law of inertia and understand how inertia applies to real life situations. **Standard: 8-PS2-1. Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects.**	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. (Minor Grade).	Students will score an 80% or higher on their Weebly Reading Comprehension Sheet.

TABLE OF CONTENTS

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

Wednesday	I can recall Newton's first law and 3rd law and apply these concepts to real world problems. **Standard: 8-PS2-1. Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects.**	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.
Thursday	I can recall Newton's 2nd law of Motion and understand how force and mass are related to objects as they move. **Standard: 8-PS2-1. Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects.**	Bell Ringer: 1. Mastery Connect Questions: BR 8202025 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).	MC bell ringer, CFU questions embedded in the notes.

TABLE OF CONTENTS

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

		Complete graphing section during RAM Time the following class period. Make sure students can access Gizmo Labs. Possible Idea: 2. Reading Passage: (TPT) ScienceReadingNewtonsSecondLawMS68 “Science Reading Comprehension Second Law, by Kesler Science.	
Friday	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. **Standard:8-PS2-1. Apply Newton’s third law to design a solution to a problem involving the motion of two colliding**	**Agenda:** **1. Students will take Mastery Connect: Newton's Laws Quiz 0821268** 2. (If students need additional practice before quiz): 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	Formal Assessment: Newton’s Laws quiz 0821268.

TABLE OF CONTENTS

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

	objects.	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)**	

TABLE OF CONTENTS

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

WEEK 3: AUG 24-28

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. **Standard:** **8-PS2-1. Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects.**	Bell Ringer/Review: Review mastery connect quiz from previous class period: Newton's Laws Quiz 0821268. **Students will begin 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. Assessment: Mastery Connect **Newton's Laws Quiz 08252025**	Students will complete Newton's Laws Quiz 08252025
Tuesday	I can create a foldable that describes the difference between Newton's Three Laws of Motion. **Standard: 8-PS2-1. Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects.**	Bell Ringer/Review: BR Mastery Connect 824268 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	Formative Assessment: Exit Slip.

TABLE OF CONTENTS

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

		class to do this. Assessment: Exit Slip. Explain the difference between Newton's First Law and Third Law.	
Wednesday	I can determine the net force of a balanced and an unbalanced force pair. 8-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	**Mini-Lesson:** Review most missed questions from Newton's Laws Quiz 08252025 and/or BR Mastery Connect 824268 from previous class period. **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.
Thursday	I can create a poster that describes the difference between balanced and unbalanced forces. 8-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the	Bell Ringer/Review: Balanced and Unbalanced Forces. Mastery Connect Bell Ringer 08272025 **Student Practice: Students will begin working on their posters for Balanced and Unbalanced forces.**	Informal Assessment: Check student poster work and go around the room to individually quiz students. Balanced and Unbalanced Forces Quiz tomorrow.

TABLE OF CONTENTS

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

	sum of the forces on the object and the mass of the object.		
Friday	I can complete a study guide describing Newton's Three Laws of motion and Balanced and Unbalanced Forces. Standards: 8-PS2-1. Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects. 8-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Bell Ringer: Mastery Connect: **Balanced and Unbalanced Forces Assessment 082825** (Minor Grade). This quiz will also include Newton's Law questions as well. 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. If time: 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 next class period. (**major grade**).

TABLE OF CONTENTS

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

WEEK 4: AUG 31 - SEP 4

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	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**).
Tuesday	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. (major grade).	Motion and Forces test 1 on mastery connect (major grade).
Wednesday	**I can recall how mass and**	**Starter: Review most missed questions from Force and Motion**	Informal Assessment: Students will complete the CFU questions

TABLE OF CONTENTS

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

	distance affect the force of gravity. 8-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects and the distance between them.	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	with their teacher in the notes.
Thursday	I can recall gravity and the effects of mass and distance on the force of gravity. (8-8-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are	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 HERE.**	Students will score an 80% or higher on their Gravity Textbook Questions. (**Minor Grade**)

TABLE OF CONTENTS

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

	attractive and depend on the masses of interacting objects and the distance between them. PS2-4)	Student Learning/ Practice: **Students will complete: Gravity Textbook Questions (pgs 224-229).** HERE. Students will complete Mastery Connect Practice: Gravity Practice 0932025	
Friday	I can recall the effects of mass and distance on Gravity. 8-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects and the distance between them.	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 Assessment for Middle School NGSS MS-ESS1-2 MS-PS2-4

TABLE OF CONTENTS

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

WEEK 5: SEP 7 - SEP 11

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**NO SCHOOL LABOR DAY**	**NO SCHOOL LABOR DAY**	**NO SCHOOL LABOR DAY**
Tuesday	I can recall the force of gravity and the effects of mass and distance on the force of gravity. 8-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects and the distance between them.	Starter: **The Gravity of the Situation: Crash Course Astronomy #7 or HERE. Gravity Practice Quiz 090820268 on mastery connect.** Mini-Lesson: Review Gravity and use scale to describe the 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	Demonstrate Knowledge: 1. Informal assessment. The teacher will walk around to ask questions and observe how students are doing on their gravity graphing sheet. 2. Students will successfully complete Gravity Quiz Assessment for Middle School by Flying Colors Science (TPT Folder). (Minor grade).

TABLE OF CONTENTS

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

		with students to help prepare them for their assessment.	
Wednesday	I can recall that particles generate electromagnetic fields based on their charges. 8-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	**Activating Strategy: Review most missed answers from gravity assessment.** **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.**
Thursday	I can manipulate electromagnetic fields to change the direction of charged particles. 8-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist	**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.**	Informal Assessment on Gizmo Lab.

TABLE OF CONTENTS

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

	between objects exerting forces on each other even though the objects are not in contact.	**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. Assessment: Students will write instructions that explain how to play the Gizmo, using the following terms: attract, electrostatic force, negative charge, positive charge, repel. Students will UNDERLINE these words in their instructions.	
Friday	I can recall the force of magnetism and describe/model how magnets and magnetic fields work. 8-PS2-3. Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	Activating Strategy: Charged particle review. Lesson/Mini Lesson: Students will take notes on magnetism. Notes on magnetism are here. 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	Informal Assessment from bell ringer. Students will score an 80% or higher on their reading comprehension questions from text.

TABLE OF CONTENTS

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

WEEK 6: SEP 14 - SEP 18

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	I can recall how electromagnetic fields are formed and model how magnets work. 8-PS2-3 Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	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
Tuesday	Given an interactive notebook, I can describe the forces of electricity and gravity and model electric and magnetic fields. 8-PS2-3 Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	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 electromagnetism. 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.

TABLE OF CONTENTS

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

Wednesday	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).
Thursday	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.

TABLE OF CONTENTS

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

		Part 1: Mastery Connect: Electromagnetism Test Part 1. Please see google classroom for test codes. Electricity and Magnetism test 1. Part 2: HERE.	Part 1: Mastery Connect: Electromagnetism Test Part 1. Part 2: HERE.
Friday	Given notes and video clips, I can recall how energy is transformed in a generator. (8-PS2-3). Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	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.

TABLE OF CONTENTS

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

WEEK 7:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given notes and a video, I can recall how electric motors convert electrical energy into mechanical energy. (8-PS2-3). Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	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.
Tuesday	Given a poster activity, I can describe the difference between an electric motor and a generator and explain the energy transformations of each device. (8-PS2-3). Analyze and interpret data	Activating Strategy: Please watch the following video: **Faraday's Law of Induction Demonstration - Penn Physics or HERE** Lesson/Mini Lesson: MC Review 091925 and review most missed answers. Activity: Students will complete Poster Activity HERE.	Students will correctly answer or complete all sections of the poster activity.

TABLE OF CONTENTS

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

	to determine the factors that affect the strength of electric and magnetic forces.	Closing Strategy: Students will take a mini field trip to look at the school's generator. Teachers will explain what it runs.	
Wednesday	Given a Phet Lab activity, I can use Faraday's Law of Induction to explain how a generator works. (8-PS2-3). Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	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.** **OR Using a cartoon, explain how the Faraday Experiment relates to the operation of a generator. Do this on the back of your Phet Lab Sheet.**	**Formative: See exit slip. Not graded.**

TABLE OF CONTENTS

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

Thursday	Given notes, videos, and text questions, I can recall how a transformer can raise or lower voltage. (8-PS2-3). Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	Activating Strategy: 1. Please watch the following video on YouTube: How Do Transformers Work? Or HERE. 2. Mini Field Trip. Students walk out to the driveway entrance to look at a transformer on an electrical pole. Make sure students examine where wires are running to and from. 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. Closing Strategy: Mastery Connect Review: Power Generation and Transformers Practice 1.	Formative: **Mastery Connect: Power Distribution Practice 1.**
Friday	Given notes and a lab activity, I can describe how an electromagnet works and create a simple electromagnet. (8-PS2-3). Analyze and interpret data to determine the factors that affect	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?**	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

TABLE OF CONTENTS

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

	the strength of electric and magnetic forces. **Note:** If students have access to Youtube they will use the Electromagnetic Virtual Lab (TPT).	Lesson/Mini Lesson: **Instruction on electromagnets and how to build an electromagnet.** Activity: Teacher will have groups of 4 come up and use real electromagnets to pick up paperclips. They will use different size batteries to adjust the strength of the magnet. **Student Learning/Practice: Students will use the electromagnet PhET Lab (HERE) and complete the Lab 2 activity (pages 3 and 4) on the PhET Lab Magnets and Electromagnets Lab Sheet. (In TPT Folder).** Closing Strategy: Exit Slip. Draw an electromagnet and provide the two methods of how you can increase the strength of an electromagnet.	tomorrow on electromagnets, transformers, and power distribution.

TABLE OF CONTENTS

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

WEEK 8: SEP 8 - OCT 2

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a reading article and practice questions, I can recall the function of a transformer and use a diagram to show how electricity is sent from a power plant to my home. (8-PS2-3). Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	Starter: Please watch the following video clip: **How It's Made Electric Pole Transformers or HERE.** Lesson/Mini Lesson: Review of electromagnets and slide 2 of Power Generation Notes HERE. Student Practice/Activity: Students will complete the reading article: Electricity Generation and Transmission. Make the Power, Share the Power in TPT folder. Students will answer reading comprehension questions HERE. Closing Strategy: Mastery Connect Transformer and Electromagnet Practice 0928268	Formative Assessment: Mastery Connect Transformer and Electromagnet Practice 0928268
Tuesday	Given a booklet activity, I can describe electric motors, generators, electromagnets, and explain how electricity moves from a power plant to my home.	Starter: MC Review of Electrical Transmission: EM0925268 Lesson/Mini Lesson: Review most missed questions from MC review: EM0925268	Summative Assessment: Booklet will count as a major grade.

TABLE OF CONTENTS

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

	(8-PS2-3). Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	Student Practice/Activity: Students will begin working on their Electromagnetism Booklet (HERE). Closing Strategy: Think, Pair, and Share: Turn to a partner and describe the difference between an electrical generator and an electric motor. Make sure you discuss the energy transformations. (ex: it takes mechanical energy and converts it into electrical energy).	
Wednesday	Given a booklet activity, I can describe electric motors, generators, electromagnets, and explain how electricity moves from a power plant to my home. (8-PS2-3). Analyze and interpret data to determine the factors that affect the strength of electric and magnetic forces.	Starter: MC Review of Electrical Transmission: EM0965268 Lesson/Mini Lesson: MC Review of Electrical Transmission: EM0926268 Student Practice/Activity: Students will finish working on their Electromagnetism Booklet (HERE). Closing Strategy: Think, Pair, and Share: Students will turn to a partner and describe the purpose of a transformer in electrical power distribution. There will be a quiz on electrical power generation, electromagnets, and transformers next class period.	Summative Assessment: Booklet will count as a major grade.

TABLE OF CONTENTS

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

Thursday	Given notes, video clips, and demonstrations, I can recall that waves send energy from one place to another. 8-PS4-1. Using mathematical representations, describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	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. Activity: Students will answer CFU questions within notes. Closing Strategy: Student will create a "Z summary" with the instructor. **HERE.**	Summative Assessment: Mastery Connect Quiz: Transformers, Electromagnets, and Gen/Motors Quiz 1 2026 (Graded) **2. Z Chart Graphic Organizer.**
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. Using mathematical representations, describe a simple model for waves that includes how the	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 the courtyard and use the tug of war rope to make various changes in frequency, amplitude, and wavelength. With Mr. Forrester's class.	**Formative Assessments** **1. Tug of War rope demonstration** **2. See exit slip.**

TABLE OF CONTENTS

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

	amplitude of a wave is related to the energy in a wave.	Closing Strategy: Exit Slip. Students 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.	

TABLE OF CONTENTS

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

WEEK 9:

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given booklet activity, I can recall that waves move energy from one place to another but not matter. 8-PS4-1. Using mathematical representations, describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	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 begin working on their booklet. HERE. Closing Strategy: Exit Slip. Draw a wave series that has a frequency of five and has a long wavelength with a low amplitude.	**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.
Tuesday	Given booklet activity, I can recall that waves move energy from one place to another but not matter. 8-PS4-1. Using mathematical representations, describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	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. Draw a wave series with a frequency of 8 and has a high amplitude with a short wavelength.	**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.
Wednesday	GIven a video and reading comprehension sheet, II can recall the	Activating Strategy: Please watch the following video **Light waves, visible and invisible HERE.**	Informal Assessment: Teacher questioning and student

TABLE OF CONTENTS

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

	electromagnetic spectrum and describe how energy, wavelength, and frequency change as you move through the EM spectrum. 8-PS4-1. Using mathematical representations, describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	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 later quiz. PDF of reading comprehension pages (3-5) is in TPT google folder. . Exit Slip. Why do both radio waves and gamma waves travel as transverse waves?	responses.
Thursday	Substitute Day Given a waves interactive notebook, I can describe wave properties, transverse vs compressional waves, and the relationship between frequency/ wavelength and wave energy/amplitude	Lesson/Mini Lesson: Students will complete Waves Interactive Notebook 1 found **(HERE).** Student Practice: Students may use their notes to help them complete the interactive notebook in class. In class, we have covered the basics of waves and the properties of waves. Students will have access to all work.	N/A
Friday	Given a waves Gizmo Lab, I can recall how wavelength, amplitude,	Activating Strategy: Please watch the following video on Youtube: **What is an Electromagnetic Wave? or HERE.**	Informal Assessment: Students will complete the quiz at the end of the gizmo lab.

TABLE OF CONTENTS

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

	and frequency are affected by the amount of energy a wave carries. 8-PS4-1. Using mathematical representations, describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	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. Closing Strategy: Students will complete Mastery Connect Practice Quiz **Waves 10012025**.	

TABLE OF CONTENTS

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

WEEK 10: OCT 12- OCT 16

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a fortune teller activity, I can recall wave properties and behaviors. 8-PS4-1. Using mathematical representations, describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Activating Strategy: Review of wavelength and frequency. 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.
Tuesday	I can create a poster that describes how fiber optic cables send large amounts of information over large distances. 8-PS4-3. Communicate information to support the claim that digital devices	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.**	Informal Assessment: Fiber Optic Poster Activity.

TABLE OF CONTENTS

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

	are used to improve our understanding of how waves transmit information. BENCHMARK TESTING	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?	
Wednesday	I can create a poster that describes how fiber optic cables send large amounts of information over large distances. 8-PS4-3 BENCHMARK TESTING	Activating Strategy: Review of Newtons Laws. Mastery Connect: NLR102025 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.)	Informal Assessment: Fiber optic poster assessment.
Thursday	I can draw wave forms based on specific criteria for wavelength and amplitude. 8-PS4-1. Using mathematical representations, describe a simple	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:	Assessment: . Formal Assessment: Waves Quiz Slides 12-13.

TABLE OF CONTENTS

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

	model for waves that includes how the amplitude of a wave is related to the energy in a wave.	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.	Informal Assessment. Drawing Waves 1.
Friday	**NO SCHOOL TODAY**	**NO SCHOOL TODAY**	**NO SCHOOL TODAY**

TABLE OF CONTENTS

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

WEEK 11: OCT 19-23

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a reading passage, video clip, and a graph analysis, I can recall the pros and cons of analog and digital signals. 8-PS4-3. Communicate information to support the claim that digital devices are used to improve our understanding of how waves transmit information.	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 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.	Informal Assessment: Exit Slip
Tuesday	I can recall how digital signals are used to send information over long distances securely.	Activating Strategy: 1. Discussion, how important are digital devices? 2. How would your life be different without a cell phone?	**Formative Assessment: Exit Slip. In your own words, describe the difference between an analog and digital signal.**

TABLE OF CONTENTS

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

	8-PS4-3. Communicate information to support the claim that digital devices are used to improve our understanding of how waves transmit information.	**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.	
Wednesday	Given a waves review and digital and analog coloring activity, I can convert an analog signal into a digital signal. 8-PS4-3. Communicate information to support the claim that digital devices are used to improve our understanding of how waves transmit information.	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 (analog and digital activities folder, lesson 1-6 in PDF files). Students will also complete the analog vs digital reading comprehension questions (lesson 1-5 print the questions on the back of the sunflower coloring activity. Closing Strategy: Mastery Connect Practice Questions: **Wave Review 10072025**	Informal Assessment: Mastery Connect Practice Questions: **Wave Review 10072025**
Thursday	I can describe the difference between analog and digital signals to	Activating Strategy: Please watch the following video: **Sound Advice: Analog vs. Digital or HERE.**	Closing Strategy: Think, Pair, Share.

TABLE OF CONTENTS

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

	successfully answer questions in an escape room activity. 8-PS4-3 8-PS4-3. Communicate information to support the claim that digital devices are used to improve our understanding of how waves transmit information.	**Lesson/Mini Lesson:** Instructions for Escape Room Activity. 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?	Note: This could change, as the activity also comes with an extension piece which could be used as an assessment.
Friday	I can draw wave forms based on specific criteria for wavelength and amplitude. 8-PS4-1. Using mathematical representations, describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	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.	Assessment: . Formal Assessment: Waves Quiz Slides 12-13. Informal Assessment. Drawing Waves 1.

TABLE OF CONTENTS

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

		Closing Strategy: Think, Pair, Share, students will pair up with another group to check their work and discuss their answers.	

TABLE OF CONTENTS

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

WEEK 12: OCT 26-30

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. Using mathematical representations, describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. 8-PS4-3. Communicate information to support the claim that digital devices are used to improve our understanding of how waves transmit information.	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). Audio Recording of test. HERE. Analog and Digital Signals: (In TPT Folder).** 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. Develop and use a**	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.	**Formative Assessment: Exit Slip. Students will explain/draw the position of the Earth and Sun of the northern hemisphere in winter.**

TABLE OF CONTENTS

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

	model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons.	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.	
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. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons.	Activating Strategy: Bell Ringer 102820268 Lesson/Mini Lesson: **Instructions for how to complete the Gizmo Lab:** Seasons in 3D Activity: Students will complete Seasons in 3D Gizmo Lab. Closing Strategy: Students will complete Seasons in 3D lab quiz on Gizmos website.	Formative Assessment: Seasons 3D on the gizmo website.
Thursday	Given a seasons storyboard activity, I can explain how the tilt of the Earth causes seasons to change. 8-ESS1-1. Develop and use a model of the Earth-sun-moon system to	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.	Formative Assessment: Exit Slip.

TABLE OF CONTENTS

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

	describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons.	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.	
Friday	Given a season's storyboard activity, I can explain how the tilt of the Earth causes seasons to change. 8-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons.	Activating Strategy: A. Please watch the following video: **Why We Have Seasons or HERE.** B. 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)** ***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?	Summative Assessment: Students will complete a quiz. Mastery Connect: Seasons Quiz 32725 HERE.

TABLE OF CONTENTS

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

TABLE OF CONTENTS

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

WEEK 13: NOV 2-5

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	**NO SCHOOL: TEACHER WORK DAY**	**NO SCHOOL: TEACHER WORK DAY**	**NO SCHOOL: TEACHER WORK DAY**
Tuesday	**NO SCHOOL: ELECTION DAY**	**NO SCHOOL: ELECTION DAY**	**NO SCHOOL: ELECTION DAY**
Wednesday	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. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons.	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).**
Thursday	Given notes and a video clip, I can recall how the moon changes phase	Activating Strategy: Please watch the following video on Youtube: Moon Phases: Crash Course Astronomy #4 or HERE.	**Exit Slip:** See Closing strategy.

TABLE OF CONTENTS

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

	throughout the month. 8-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons.	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).	
Friday	Given a moon phase cut and paste activity, I can match the moon phase based on the position of the earth, moon, and sun. 8-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons.	Activating Strategy: Review of Seasons: Students will then take Seasons Quiz 1 (Mr. Hergatt version) **Students will score an 80% or greater on their Seasons Assessment 1 HERE.** Lesson/Mini Lesson: Moon Phases Review on board. Activity: Moon Phases Cut and Paste activity 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.

TABLE OF CONTENTS

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

WEEK 14: NOV 9-13

Day/Date	Learning Target	Agenda w/ Activating & Summarizing Strategies- Activating | Student Activities | Summarizing	Assessments
Monday	Given a Seasons Reading Comprehension Sheet, I can explain why we have seasons on Earth. 8-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons. Note: Hergatt will have a substitute this day.	**Activating Strategy**: Review moon phases with students. **Lesson/Mini Lesson**: Review Seasons with students. Using Seasons Seasons Simulation: HERE. **Activity**: Students will complete Seasons Reading Comprehension Questions by Laney Lee (See TPT Folder), student copy will be on google classroom. **Closing Strategy:** Exit Slip. 1. Draw a picture of the position of the sun and earth when the northern hemisphere is in Summer. 2. Explain why the hours of daylight are longer in the summer than in the winter.	Formative Assessment: See exit slip.
Tuesday	I can describe how axial tilt and uneven heating of the Earth causes seasonal changes on Earth and other planets. 8-ESS1-1. Develop and use a model of the Earth-sun-moon system to	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 Internet Activity. Turn in when complete. Seasons Internet Activity is HERE Activity:	Formative Assessment: Seasons Internet Activity. Summative Assessment: Seasons and Moon Phases Quiz 10312025 (Minor grade).

TABLE OF CONTENTS

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

	describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons. Note: Hergatt will have a substitute this day.	Closing Strategy: Exit Slip: Draw the positions of the Earth, Moon, and Sun during a waxing gibbous moon phase.	
Wednesday	Given a reading passage, I can describe why we experience tides on Earth. 8-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons. Note: Hergatt will have a substitute today.	Activating Strategy: Please watch the following video: **This Bay Moves 100 Billion Tons of Water Every Day or HERE.** **Lesson/Mini Lesson:** Review of gravity and the role of mass and distance in determining the strength of gravity. **Activity:** Students will complete the reading comprehension questions for: How the Tides Work. (by Flying Colors Science in TP Folder). Student copy will be on Google classroom. **Closing Strategy:** Exit Slip. Explain in your own words and draw a picture describing how tides occur on earth.	Formative Assessment: See exit slip.
Thursday	**Career Center Day**	**Career Center Day**	**Career Center Day**

TABLE OF CONTENTS

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

Friday	Given a moon phase foldable activity, I can create a moving foldable that describes the phases of the moon. 8-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, tides, and seasons.	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.

TABLE OF CONTENTS

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

WEEK 15:

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

TABLE OF CONTENTS

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

WEEK 16:

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

TABLE OF CONTENTS

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

WEEK 17:

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

TABLE OF CONTENTS

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

WEEK 18:

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

TABLE OF CONTENTS

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

WEEK 19:

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

TABLE OF CONTENTS

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

WEEK 20:

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

TABLE OF CONTENTS

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

WEEK 21:

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

TABLE OF CONTENTS

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

WEEK 22:

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

TABLE OF CONTENTS

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

WEEK 23:

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

TABLE OF CONTENTS

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

WEEK 24:

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

TABLE OF CONTENTS

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

WEEK 25:

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

TABLE OF CONTENTS

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

WEEK 26:

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

TABLE OF CONTENTS

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

WEEK 27:

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

TABLE OF CONTENTS

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

WEEK 28:

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

TABLE OF CONTENTS

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

WEEK 29:

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

TABLE OF CONTENTS

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

WEEK 30:

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

TABLE OF CONTENTS

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

WEEK 31:

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

TABLE OF CONTENTS

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

WEEK 32:

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

TABLE OF CONTENTS

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

WEEK 33:

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

TABLE OF CONTENTS

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

WEEK 34:

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

TABLE OF CONTENTS

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

WEEK 35:

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

TABLE OF CONTENTS

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

WEEK 36:

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

TABLE OF CONTENTS