Wilder Week at a Glance

One Team. One Vision.

BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: May 24 - May 28

Reminder: Earth Sci SOL Review Part 4 Due Friday 5/28

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Weather models take observational data (such as wind speed, wind direction, air temperature, pressure, and humidity) collected from many locations and sources across a region, and use mathematical equations that represent the physics of the atmosphere to fill in the gaps between measured points. Models then use these equations to predict what will happen in the future, including the development of storms and other weather events (ES.12 d).

I can:

- describe the effect of satellite technology on weather prediction and storm tracking, including hurricanes, and evaluate the costs and benefits in terms of lives and property saved; predict the impact on storm preparedness if there were no weather satellites.
- analyze geoscience data and the results of global climate models to make an evidence-based forecast of the current rate of global and regional climate change and associated future effects on Earth systems.
- analyze the conditions that lead to severe weather events such as tornadoes and hurricanes.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Do Now: Social/Emotional Check-In** Whole-group:	Attendance/warmup: **-ASYNCHRONOUS LEARNING - SOL IN-PERSON TESTING** Whole-group:	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-Complete SOL**	Attendance/warmup: **- Do Now: Social/Emotional Check-In** Whole-group:	Attendance/warmup: **Do Now: Social/Emotional Check-In** Whole-group:

-SOL Station Rotations Small-group & independent practice: **-Complete SOL Review parts 3 & 4 or Missing Work or Grade Recovery** Review/exit activity: **-**	**-Missing Work or Grade Recovery** Small-group & independent practice: **-Complete SOL Review parts 3 & 4** Review/exit activity: **-**	**Review parts 3 & 4** Small-group & independent practice: **-** Review/exit activity: **-**	**-SOL Station Rotations** Small-group & independent practice: **-Complete SOL Review parts 3 & 4 or Missing Work or Grade Recovery** Review/exit activity: **-**	**-SOL Station Rotations** Small-group & independent practice: **-Complete SOL Review parts 3 & 4 or Missing Work or Grade Recovery** Review/exit activity: **-**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science **Week of:** May 17 - May 21 **Reminder:** Earth Sci SOL Review Part 3 Due Friday 5/21	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning: • Weather models take observational data (such as wind speed, wind direction, air temperature, pressure, and humidity) collected from many locations and sources across a region,	**I can:** • describe the effect of satellite technology on weather prediction and storm tracking, including hurricanes, and evaluate the costs and benefits in terms of lives and property saved; predict the impact on storm preparedness if there were no weather

and use mathematical equations that represent the physics of the atmosphere to fill in the gaps between measured points. Models then use these equations to predict what will happen in the future, including the development of storms and other weather events (ES.12 d). • A tornado is a narrow, violent funnel-shaped column of spiral winds that extends downward from the cloud base toward Earth. A hurricane is a tropical cyclone (counterclockwise movement of air) characterized by sustained winds of 120 kilometers per hour (75 miles per hour) or greater (ES.12 c).	satellites. • analyze geoscience data and the results of global climate models to make an evidence-based forecast of the current rate of global and regional climate change and associated future effects on Earth systems. • analyze the conditions that lead to severe weather events such as tornadoes and hurricanes.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Do Now: Weather Map Practice** Whole-group: **-Weather Station & Forecasting Notes** Small-group & independent practice: **-Weather Station Forecasting and Practice** Review/exit activity: **-Exit Ticket: Weather Station Check for**	Attendance/warmup: **-ASYNCHRONOUS LEARNING - SOL IN-PERSON TESTING** Whole-group: **-Missing Work or Grade Recovery** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-Complete SOL Review parts 3 & 4** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **- Do Now: Severe WX Discussion Board** Whole-group: **-Severe Weather Notes** Small-group & independent practice: **-Severe Weather Webquest** Review/exit activity: **-Exit Ticket: Severe WX (PM)**	Attendance/warmup: **-Do Now: Severe WX Discussion Board** Whole-group: **-Severe Weather Notes** Small-group & independent practice: **-Severe Weather Webquest** Review/exit activity: **-Exit Ticket: Severe WX (PM)**

Understanding				

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: May 10 - May 14

Reminder: Earth Sci SOL Review Part 2 Due Friday 5/14

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Weather models take observational data (such as wind speed, wind direction, air temperature, pressure, and humidity) collected from many locations and sources across a region, and use mathematical equations that represent the physics of the atmosphere to fill in the gaps between measured points. Models then use these equations to predict what will happen in the future, including the development of storms and other weather events (ES.12 d).
- Weather and climate are different. Both weather and climate are measurable and, to a certain extent, predictable. Weather describes day-to-day

I can:

- describe the effect of satellite technology on weather prediction and storm tracking, including hurricanes, and evaluate the costs and benefits in terms of lives and property saved; predict the impact on storm preparedness if there were no weather satellites.
- analyze geoscience data and the results of global climate models to make an evidence-based forecast of the current rate of global and regional climate change and associated future effects on Earth systems.

changes in atmospheric conditions. Climate describes the typical weather patterns for a given location over a period of many years. Instrumentation is used to collect weather and climate.				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-Do Now: Weather Map Practice** Whole-group: **-** Small-group & independent practice: **-HCPS ES SGM#1 Post-Test** Review/exit activity: **-Continue completing SOL Review part 2**	Attendance/warmup: **-Do Now: Weather Map Practice** Whole-group: **-** Small-group & independent practice: **-HCPS ES SGM#1 Post-Test** Review/exit activity: **-Continue completing SOL Review part 2**	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-Complete SOL Review part 3** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **- STUDENT AND STAFF HOLIDAY- DAY OFF** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **-Do Now: Weather Map Practice** Whole-group: **-Weather Station Observation Notes** Small-group & independent practice: **-Weather Station Forecasting and Practice** Review/exit activity: **-Exit Ticket: Weather Station Check for Understanding**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science **Week of:** May 3 - May 7 **Reminder:** Earth Sci SOL Review Part 1 Due Wednesday 5/5	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning: • Earth's atmosphere is 21 percent oxygen, 78 percent nitrogen, and one percent trace gases. The composition of the atmosphere can change due to human, biologic, and geologic activity (ES.11a). • The ability of Earth's atmosphere to absorb and retain heat is affected by the presence of gases like water vapor and carbon dioxide (ES.11a). • Earth's surface is much more efficiently heated by the sun than is the atmosphere. The amount of energy reaching any given point on Earth's surface is controlled by the angle of sunlight striking the surface and varies with the seasons (ES.12 a). • Winds are created by uneven heat distribution at Earth's surface and modified by the rotation of Earth. The Coriolis effect causes deflections of the atmosphere due to the rotation of Earth. Global wind patterns result from the uneven heating of Earth by the sun and are influenced by the Coriolis effect (ES.12 b).	**I can:** • describe the role of different atmospheric components in supporting life. • explain how biologic activity, including human activities, may influence global temperature and climate. • predict the direction of local winds and relate these to the presence of fronts and high- and/or low-pressure systems or other atmospheric phenomena. • identify types and origins of air masses, fronts and the accompanying weather conditions.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup:	Attendance/warmup:	Attendance/warmup:	Attendance/warmup:	Attendance/warmup:

-Do Now: HCPS ES Checkpoint 6 (27 Weeks) Assessment Whole-group: **-Ocean Circulation and Currents Notes** Small-group & independent practice: **-Global Climates Graphing Activity** Review/exit activity: **-Exit Ticket: Global Climates Review Questions**	**-Do Now: HCPS ES Checkpoint 6 (27 Weeks) Assessment** Whole-group: **-Ocean Circulation and Currents Notes** Small-group & independent practice: **-Global Climates Graphing Activity** Review/exit activity: **-Exit Ticket: Global Climates Review Questions**	**-ASYNCHRONOUS LEARNING** Whole-group: **-Ocean Currents and Ocean Acidification Review** Small-group & independent practice: **-** Review/exit activity: **-**	**- Do Now: Ocean Acidification Jamboard** Whole-group: **-Ocean Acidification Nearpod** Small-group & independent practice: **-Virtual Carbon Dioxide Lab** Review/exit activity: **-Exit Ticket: Ocean pH Questionnaire**	**-Do Now: Ocean Acidification Jamboard** Whole-group: **-Ocean Acidification Nearpod** Small-group & independent practice: **-Virtual Carbon Dioxide Lab** Review/exit activity: **-Exit Ticket: Ocean pH Questionnaire**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science **Week of:** April 26 - April 30 **Reminder:** 1) HCPS Checkpoint 6 Assessment Mon. 4/26 & Tues. 4/27 2) Weathering & Erosion Project Due Thur. 4/29 & Fri. 4/30	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning:	**I can:**
• The ocean is a dynamic system in which many chemical, biological, and physical changes are taking place. • A significant amount of atmospheric CO2 is naturally absorbed by the oceans. However, scientific evidence indicates that this amount is slowly increasing as the CO2 levels in the atmosphere rise. Scientific observations have indicated potential negative impact on marine organisms with calcium carbonate skeletons and shells. • The ocean is the single largest reservoir of heat at Earth's surface. The stored heat in the ocean drives much of Earth's weather and causes climate near the ocean to be milder than climate in the interior of continents. • There are large current systems in the oceans that carry warm water toward the poles and cold water toward the equator.	• describe the relationship between moving continents, the presence of ice caps, and ocean circulation over long periods of time. • analyze the role of ocean currents in the distribution of heat from the equatorial regions to the poles, and predict what changes may occur as continents move and atmospheric conditions and climate vary. • explain the role of oceans in the extraction of atmospheric carbon dioxide and the relation to the formation of carbonates. • investigate trends of ocean temperature and pH over time as it relates to the extraction of CO2 and the formation of carbonates. • analyze the impact of changing ocean pH on marine organisms, carbon sequestration, and the production of atmospheric oxygen.

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-Do Now: HCPS ES Checkpoint 6 (27 Weeks) Assessment** Whole-group: **-Ocean Circulation and Currents Notes** Small-group & independent practice:	Attendance/warmup: **-Do Now: HCPS ES Checkpoint 6 (27 Weeks) Assessment** Whole-group: **-Ocean Circulation and Currents Notes** Small-group & independent practice:	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-Ocean Currents and Ocean Acidification Review** Small-group & independent practice:	Attendance/warmup: **- Do Now: Ocean Acidification Jamboard** Whole-group: **-Ocean Acidification Nearpod** Small-group & independent practice:	Attendance/warmup: **-Do Now: Ocean Acidification Jamboard** Whole-group: **-Ocean Acidification Nearpod** Small-group & independent practice:

-Global Climates Graphing Activity Review/exit activity: **-Exit Ticket: Global Climates Review Questions**	**-Global Climates Graphing Activity** Review/exit activity: **-Exit Ticket: Global Climates Review Questions**	**-** Review/exit activity: **-**	**-Virtual Carbon Dioxide Lab** Review/exit activity: **-Exit Ticket: Ocean pH Questionnaire**	**-Virtual Carbon Dioxide Lab** Review/exit activity: **-Exit Ticket: Ocean pH Questionnaire**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: April 19 - April 23

Reminder: Weathering & Erosion Project Due Thur. 4/29 & Fri. 4/30

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Earth's freshwater supply is finite. Geological processes, such as erosion, and human activities, such as waste disposal, can pollute water supplies.
- Earth's water cycles among the reservoirs of the atmosphere, streams, lakes, ocean, glaciers, groundwater, and deep interior of the planet.
- Permeability is a measure of the ability of a rock or sediment to transmit water

I can:

- interpret a hydrologic cycle diagram, including evaporation, condensation, precipitation, transpiration, infiltration, underground storage, and runoff.
- locate the major Virginia watershed systems on a map (Chesapeake Bay, Gulf of Mexico, and North Carolina sounds).
- utilize topographic maps, to trace and delineate a Virginia watershed.
- locate, review and point out Watersheds affecting the Chesapeake Bay, including the James River watershed, its

or other liquids. Water does not pass through impermeable materials. A substantial amount of water is stored in permeable soil and rock underground. • Soil is formed from the weathering of rocks and organic activity and is composed of loose rock fragments and clay derived from weathered rock mixed with organic material. • Karst topography is developed in areas underlain by carbonate rocks, including limestone and dolomite. Karst topography includes features like caves and sinkholes and forms when limestone is slowly dissolved away by slightly acidic groundwater. Where limestone is abundant in the Valley and Ridge province of Virginia, karst topography is common.	health and also its contribution to the health of the Chesapeake. • interpret a simple groundwater diagram showing the zone of aeration, the zone of saturation, the water table, and an aquifer.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Do Now: USGS Survey Discussion Board** Whole-group: **-Gizmos: Water Cycle Diagram Review** Small-group & independent practice: **-Internet Scavenger Hunt: Watersheds**	Attendance/warmup: **-Do Now: USGS Survey Discussion Board** Whole-group: **-Gizmos: Water Cycle Diagram Review** Small-group & independent practice: **-Internet Scavenger Hunt: Watersheds**	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-Water Cycle and Watersheds Review** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **- Do Now: Permeability Jamboard** Whole-group: **-Present and Review Groundwater Diagram** Small-group & independent practice: **-Will There Be Enough Freshwater Activity**	Attendance/warmup: **-Do Now: Permeability Jamboard** Whole-group: **-Present and Review Groundwater Diagram** Small-group & independent practice: **-Will There Be Enough Freshwater Activity**

Review/exit activity: **-Exit Ticket: Watershed Investigation Review Questions**	Review/exit activity: **-Exit Ticket: Watershed Investigation Review Questions**		Review/exit activity: **-Exit Ticket: HCPS ES Checkpoint 6 (27 Weeks) Assessment**	Review/exit activity: **-Exit Ticket: HCPS ES Checkpoint 6 (27 Weeks) Assessment**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: March 29 - April 2

Reminder: End of 3rd Nine Weeks Friday 4/2

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Most large scale, high-energy events of geologic activity (e.g., earthquakes, volcanoes, and mountain building) occur as a result of relative motion along plate boundaries.
- All plate boundaries show earthquake activity of varying energy levels and depths.
- A volcano is an opening where magma erupts onto Earth's surface as lava and/or other extrusive material. Most volcanic activity is associated with

I can:

- analyze data on the speed, behavior, and paths of different types of seismic waves and determine Earth layer composition, density, and viscosity.
- analyze field and laboratory evidence and construct an explanation for the various structures produced in convergent continental and oceanic plate boundaries.

plate boundaries: subduction, rifting, or seafloor spreading. Hot spot volcanic activity, such as the volcanic islands of Hawaii, is exceptional in that it is not related to plate boundaries. A hot spot is thought to be derived from a deep, localized heat source known as a mantle plume, though there is some scientific debate on this.				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-Do Now: Plate Movement Discussion Board** Whole-group: **-P-Wave/S-Wave and Shadow Zone Analysis** Small-group & independent practice: **-Gizmos: Earthquake 1-Recording Station Activity** Review/exit activity: **-Exit Ticket: Earthquakes (PM) Assessment**	Attendance/warmup: **-Do Now: Plate Movement Discussion Board** Whole-group: **-P-Wave/S-Wave and Shadow Zone Analysis** Small-group & independent practice: **-Gizmos: Earthquake 1-Recording Station Activity** Review/exit activity: **-Exit Ticket: Earthquakes (PM) Assessment**	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **- Do Now: Earthquake Cross Section Discussion Board** Whole-group: **-Bill Nye Volcanoes Video** Small-group & independent practice: **-Bill Nye Volcanoes Video Handout** Review/exit activity: **-Exit Ticket: Volcanoes (Schoology) Assessment**	Attendance/warmup: **-Do Now: Earthquake Cross Section Discussion Board** Whole-group: **-Bill Nye Volcanoes Video** Small-group & independent practice: **-Bill Nye Volcanoes Video Handout** Review/exit activity: **-Exit Ticket: Volcanoes (Schoology) Assessment**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: March 15 - March 19

Reminder: Seafloor Topography Presentations Thur. 3/25 & Fri. 3/26

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Plate tectonic processes serve as the major driver of the transformations of rock materials represented in the traditional rock cycle. Plate tectonics drive the evolution of Earth's surface features and materials by fractionating material by chemical, mineralogical, and physical properties.
- Earth's lithosphere is divided into plates that are in motion with respect to one another. The lithosphere is composed of the crust and upper portion of the mantle. There are two different types of lithospheres—oceanic and continental—that have very different physical and mineralogical characteristics. The ocean lithosphere is relatively thin, young, and dense. The continental lithosphere is relatively thick, old, and less dense.

I can:

- comprehend and apply the details of Plate Tectonics Theory to the formation of continents, mountain chains, island arcs, deep open trenches, earthquake zones, and continental and mid-ocean volcanism.

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **-Do Now: Seafloor Spreading Demo Discussion Board** Whole-group: **-Present and Assign Seafloor Topography Group Project** Small-group & independent practice: **-Seafloor Topography Group Project** Review/exit activity: **-Exit Ticket: Group Check-In**	Attendance/warmup: **-Do Now: Seafloor Spreading Demo Discussion Board** Whole-group: **-Present and Assign Seafloor Topography Group Project** Small-group & independent practice: **-Seafloor Topography Group Project** Review/exit activity: **-Exit Ticket: Group Check-In**	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **- Do Now: Deep Ocean Trenches Discussion Board** Whole-group: **-Seafloor Topography Group Presentations Expectations** Small-group & independent practice: **-Seafloor Topography Group Presentations** Review/exit activity: **-Exit Ticket: Seafloor Features (PM) Assessment**	Attendance/warmup: **-Do Now: Deep Ocean Trenches Discussion Board** Whole-group: **-Seafloor Topography Group Presentations Expectations** Small-group & independent practice: **-Seafloor Topography Group Presentations** Review/exit activity: **-Exit Ticket: Seafloor Features (PM) Assessment**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science **Week of:** March 15 - March 19	**Grade:** 8th **Teacher:** Mr. Kalevas

Reminder: Unit 6 Rocks & Minerals Test Thurs. 3/11 & Friday 3/12 Science Tutoring Thursday 3/4 @ 2 o'clock	

I am learning:

- Plate tectonic processes serve as the major driver of the transformations of rock materials represented in the traditional rock cycle. Plate tectonics drive the evolution of Earth's surface features and materials by fractionating material by chemical, mineralogical, and physical properties.
- Earth's lithosphere is divided into plates that are in motion with respect to one another. The lithosphere is composed of the crust and upper portion of the mantle. There are two different types of lithospheres—oceanic and continental—that have very different physical and mineralogical characteristics. The ocean lithosphere is relatively thin, young, and dense. The continental lithosphere is relatively thick, old, and less dense.
- Earth consists of a solid, mostly iron inner core; a liquid, mostly iron outer core; a crystalline but largely plastic mantle; and a rocky, brittle crust.

I can:

- use available data (seafloor age, magnetic information, seismic profiles, laser-measured motion studies, fossil evidence, rock types, tectonic history), to support Plate Tectonics Theory.
- analyze the composition and structure of the continental and oceanic lithosphere in terms of, topographic features, density, thickness, and rates of motion.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Do Now: Bill Nye Plate Tectonics and KWL** Whole-group:	Attendance/warmup: **-Do Now: Bill Nye Plate Tectonics and KWL** Whole-group:	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-**	Attendance/warmup: **- Do Now: Theory of Plate Tectonics and Questionnaire** Whole-group:	Attendance/warmup: **-Do Now: Theory of Plate Tectonics and Questionnaire** Whole-group:

-Evidence of Plate Tectonics Notes Small-group & independent practice: **- Plate Tectonics Webquest (Evidence & Theory of Plate Tectonics)** Review/exit activity: **-Exit Ticket: Plate Tectonics (PM)**	**-Evidence of Plate Tectonics Notes** Small-group & independent practice: **-Plate Tectonics Webquest (Evidence & Theory of Plate Tectonics)** Review/exit activity: **-Exit Ticket: Plate Tectonics (PM)**	Small-group & independent practice: **-** Review/exit activity: **-**	**-Plate Boundary Notes** Small-group & independent practice: **-Continue Plate Tectonics Webquest (Layers of Earth & Plate Boundaries)** Review/exit activity: **-Exit Ticket: PT Webquest Check for Understanding Section**	**-Plate Boundary Notes** Small-group & independent practice: **-Continue Plate Tectonics Webquest (Layers of Earth & Plate Boundaries)** Review/exit activity: **-Exit Ticket: PT Webquest Check for Understanding Section**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science **Week of:** March 8 - March 12 **Reminder:** Unit 6 Rocks & Minerals Test Thurs. 3/11 & Friday 3/12 Science Tutoring Thursday 3/4 @ 2 o'clock	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning: • Rocks can be identified by mineral content and texture.	**I can:** • plan and conduct an investigation to identify an unknown rock sample based on chemical and physical characteristics.

		• classify rock types as igneous, metamorphic, or sedimentary.		
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-Do Now: 3 Types of Rocks Discussion Board** Whole-group: **-Review Rock ID Virtual Lab** Small-group & independent practice: **- Rock Identification Virtual Lab** Review/exit activity: **-ES Mid-Year SGM#2 Cornerstone Assessment**	Attendance/warmup: **-Do Now: 3 Types of Rocks Discussion Board** Whole-group: **-Review Rock ID Virtual Lab** Small-group & independent practice: **-Rock Identification Virtual Lab** Review/exit activity: **-ES Mid-Year SGM#2 Cornerstone Assessment**	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **- Unit 6 Test Review** Whole-group: **-** Small-group & independent practice: **-Unit 6 Rocks and Minerals Test/HCPS Checkpoint 5 22.5 Weeks Assessment** Review/exit activity: **-Unit 7 Geologic Processes Vocabulary Rank & Define**	Attendance/warmup: **-Unit 6 Test Review** Whole-group: **-** Small-group & independent practice: **-Unit 6 Rocks and Minerals Test/HCPS Checkpoint 5 22.5 Weeks Assessment** Review/exit activity: **-Unit 7 Geologic Processes Vocabulary Rank & Define**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science **Week of:** March 1 - March 5 **Reminder:** Science Tutoring Thursday 3/4 @ 2 o'clock	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning: • Generally, clastic, sedimentary rocks are made up of fragments of other rocks. • Sedimentary rocks may be formed by many different processes; thus, some rock types don't fit neatly into a standard classification, such as clastic or chemical. • Chemical sedimentary rocks are formed through predominantly inorganic, chemical means (e.g., precipitation). • Biochemical or biological sedimentary rocks are formed from the stratified remains of plant material or carbonate-shelled organisms. • Metamorphic rocks form when any rock is changed by the effects of heat, pressure, or chemical action. Foliation in metamorphic rocks includes slaty cleavage, schistosity, and mineral banding. Non-foliated metamorphic rocks have little or no mineral banding and are relatively homogenous.	**I can:** • describe identifying features of metamorphic and sedimentary rocks. • differentiate between clastic and non-clastic (chemical, and biological/organic) sedimentary rocks. • differentiate between the structure of foliated and non-foliated metamorphic rocks.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Do Now:** **Sedimentary Rocks**	Attendance/warmup: **-**	Attendance/warmup: **-ASYNCHRONOUS LEARNING**	Attendance/warmup: **- Do Now:** **Metamorphic Rocks**	Attendance/warmup: **-**

Video and Review Quiz Whole-group: **-Nearpod: Sedimentary Rocks Review** Small-group & independent practice: **- Sedimentary Rocks Drag-N-Drop Check for Understanding** Review/exit activity: **-Sedimentary Rocks Schoology Exit Ticket**	Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	**Video and K-W-L Chart** Whole-group: **-Nearpod: Metamorphic Rocks Review** Small-group & independent practice: **Metamorphic Rocks Drag-N-Drop Check for Understanding** Review/exit activity: **-Metamorphic Rocks Assessment (PM)**	Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science **Week of:** February 22 - February 26 **Reminder:** Science Tutoring Thursday 2/25 @ 2 o'clock	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning: • The processes by which rocks are formed define the three major groups of rocks. • The traditional rock cycle is a model that shows the processes by which all rocks are formed and shows how basic Earth materials are recycled through time. The rock cycle does not show the evolutionary nature of processes that yield the increased volume of less-dense, silica-rich rocks and continental crust over time.	**I can:** • explain how the model of the rock cycle demonstrates conservation of matter and energy. • relate the size of igneous crystals (texture) with rate and location of cooling. • compare and contrast distinguishing characteristics of the crystal structure and textures of extrusive and intrusive igneous rocks.			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-Do Now: Bill Nye Video and KWL Chart** Whole-group: **-Nearpod: Rock Cycle Review** Small-group & independent practice: **- Rock Cycle Processes Activity** Review/exit activity: **-Rock Cycle Drag-N-Drop Check for Understanding**	Attendance/warmup: **-** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **-ASYNCHRONOUS LEARNING** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **- Do Now: Igneous Rocks Video and Review Quiz** Whole-group: **-Newsela: Hawaiian Islands Reading Comp** Small-group & independent practice: **-CK12 Intrusive and Extrusive Igneous Rock Review Questions** Review/exit activity: **-Igneous Rocks Assessment (PM)**	Attendance/warmup: **-** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: February 15 - February 19

Reminder: HCPS Ckpt 4 (18 weeks) Quiz Fri 2/12 Day 1

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Soil, rocks, and minerals provide essential materials for agriculture, manufacturing, and building.
- The processes by which rocks are formed define the three major groups of rocks.
- The traditional rock cycle is a model that shows the processes by which all rocks are formed and shows how basic Earth materials are recycled through time. The rock cycle does not show the evolutionary nature of processes that yield the increased volume of less-dense, silica-rich rocks and continental crust over time.

I can:

- explain the uses and importance of ore minerals.
- explain how the model of the rock cycle demonstrates conservation of matter and energy.
- relate the size of igneous crystals (texture) with rate and location of cooling.
- compare and contrast distinguishing characteristics of the crystal structure and textures of extrusive and intrusive igneous rocks.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Do Now: Mineral Memory Game**	Attendance/warmup: **-Unit 5 & 6 Review for HCPS Checkpoint 4**	Attendance/warmup: **-Do Now: Bill Nye Video and KWL Chart**	Attendance/warmup: **- Do Now: Mineral Memory Game**	Attendance/warmup: **-Do Now: Igneous Rocks Video and**

Whole-group: **-Mineral Uses Choice Activity** Small-group & independent practice: **- Mineral Uses Choice Activity** Review/exit activity: **-Mineral Groups Partner Activity Part 2**	Whole-group: **-HCPS Checkpoint 4 Assessment** Small-group & independent practice: **-Unit 6 Rocks Vocabulary Sort & Define** Review/exit activity: **-Present Minerals Business/Real Estate Pitch**	Whole-group: **-Nearpod: Rock Cycle Review** Small-group & independent practice: **-Rock Cycle Processes Activity** Review/exit activity: **-Rock Cycle Drag-N-Drop Check for Understanding**	Whole-group: **-Mineral Uses Choice Activity** Small-group & independent practice: **-Minerals Business/Real Estate Pitch** Review/exit activity: **-Minerals Business/Real Estate Pitch Part 2**	**Review Quiz** Whole-group: **-Newsela: Hawaiian Islands Reading Comp** Small-group & independent practice: **-CK12 Intrusive and Extrusive Igneous Rock Review Questions** Review/exit activity: **-Igneous Rocks Assessment (PM)**

Wilder Week at a Glance

One Team. One Vision.

BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science **Week of:** February 8 - February 12 **Reminder: HCPS Ckpt 4 (18 weeks) Quiz Thur 2/11 Day 2 & Fri 2/12 Day 1**	**Grade:** 8th **Teacher:** Mr. Kalevas
I am learning: • Soil, rocks, and minerals provide essential materials for agriculture,	**I can:** • relate how the structure and composition determine the

manufacturing, and building. • In Virginia, major rock and mineral resources include coal and natural gas, gravel and crushed stone, silica, titanium, and limestone		properties of silicates, carbonates, and oxide minerals. • utilize a table of mineral properties to identify and/or classify an unknown mineral. • explain the uses and importance of ore minerals.		
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-Minerals Physical Characteristics Review** Whole-group: **-Assign Mineral Groups Partner Activity** Small-group & independent practice: **- Mineral Groups Partner Activity** Review/exit activity: **-Mineral Groups Partner Activity Check-In**	Attendance/warmup: **-Mineral in your Cellphone Discussion Board** Whole-group: **-Finish the Mineral Groups Partner Activity** Small-group & independent practice: **-VA Mining Activity** Review/exit activity: **-Mineral Uses Performance Matters**	Attendance/warmup: **-Mineral in your Cellphone Discussion Board** Whole-group: **-Finish the Mineral Groups Partner Activity** Small-group & independent practice: **-VA Mining Activity** Review/exit activity: **-Mineral Uses Performance Matters**	Attendance/warmup: **- Unit 5 & 6 Review for HCPS Checkpoint 4** Whole-group: **-HCPS Checkpoint 4 Assessment** Small-group & independent practice: **-Minerals Business/Real Estate Pitch** Review/exit activity: **-Minerals Business/Real Estate Pitch Check-In**	Attendance/warmup: **-Unit 5 & 6 Review for HCPS Checkpoint 4** Whole-group: **-HCPS Checkpoint 4 Assessment** Small-group & independent practice: **-Minerals Business/Real Estate Pitch** Review/exit activity: **-Minerals Business/Real Estate Pitch Check-In**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK
Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: February 1 - February 5

Reminder:

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Different minerals have different internal arrangements of atoms, with certain minerals having planes of weaker bonds in one or more directions. When hit, some minerals may tend to break regularly along planes of weakness.
- Earth materials take many different forms as they cycle through the geosphere.
- The major elements found in Earth's crust are oxygen, silicon, aluminum, and iron

I can:

- relate how the structure and composition determine the properties of silicates, carbonates, and oxide minerals.
- plan and conduct an investigation to identify minerals based on their physical and chemical properties, such as hardness, color, luster, density (specific gravity), cleavage, fracture, streak, and effervescence.
- utilize a table of mineral properties to identify and/or classify an unknown mineral.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Minerals Physical Characteristics Discussion** Whole-group: **-Mineral/Gem Video and Characteristics Activity** Small-group &	Attendance/warmup: **-Minerals Physical Characteristics Discussion** Whole-group: **-Mineral/Gem Video and Characteristics Activity** Small-group &	Attendance/warmup: **-Mineral I.D. Discussion** Whole-group: **-CK12 Mineral Identification Reading Comprehension** Small-group &	Attendance/warmup: **-Mineral I.D. Discussion** Whole-group: **-CK12 Mineral Identification Reading Comprehension** Small-group &	Attendance/warmup: **-Mineral Streak Test Demonstration Q&A** Whole-group: **-Assign Mineral Groups Partner Activity** Small-group & independent practice:

independent practice: **-Is It a Mineral? Activity** Review/exit activity: **-Performance Matters Mineral Characteristics Assessment**	independent practice: **-Is It a Mineral? Activity** Review/exit activity: **-Performance Matters Mineral Characteristics Assessment**	independent practice: **-Gizmos: Mineral I.D. Virtual Lab** Review/exit activity: **-Performance Matters Mineral Identification Assessment**	independent practice: **-Gizmos: Mineral I.D. Virtual Lab** Review/exit activity: **-Performance Matters Mineral Identification Assessment**	**-Mineral Groups Partner Activity** Review/exit activity: **-Mineral Groups Partner Activity Check-In**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science **Week of:** January 25 - January 29 **Reminder:** Asynchronous Recovery Days Thursday 1/28 & Friday 1/29	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning: • A mineral is a naturally occurring, inorganic, solid substance (at room temperature), with a definite chemical composition and a defined geometric arrangement of atoms (a crystalline structure). A mineral can be identified by its specific chemical and physical properties. The appearance and	**I can:** • relate how the structure and composition determine the properties of silicates, carbonates, and oxide minerals. • relate cleavage patterns of minerals to atomic structure and bonding arrangement.

properties of the mineral can vary due to inclusion of other elements, rate of cooling/crystallization, and space. • Different minerals have different internal arrangements of atoms, with certain minerals having planes of weaker bonds in one or more directions. When hit, some minerals may tend to break regularly along planes of weakness.				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-Demonstrate Mineral Fracture and Cleavage** Whole-group: **-Mineral Groups Review** Small-group & independent practice: **-Mineral Groups Webquest** Review/exit activity: **-Mineral Groups Webquest CER**	Attendance/warmup: **-Demonstrate Mineral Fracture and Cleavage** Whole-group: **-Mineral Groups Review** Small-group & independent practice: **-Mineral Groups Webquest** Review/exit activity: **-Mineral Groups Webquest CER**	Attendance/warmup: **-Unit 5 Resources Test Review** Whole-group: **-Review Recovery Work and Remediation Folders** Small-group & independent practice: **-Students will be alloted time in class to complete recovery and remediation assignments (No Homework)** Review/exit activity: **-**	Attendance/warmup: **-Asynchronous Recovery Check-In: Construct a Topographic Map Profile** Whole-group: **-** Small-group & independent practice: **-Complete Recovery Work** Review/exit activity: **-**	Attendance/warmup: **-Asynchronous Recovery Check-In: Construct a Topographic Map Profile** Whole-group: **-** Small-group & independent practice: **-Complete Recovery Work** Review/exit activity: **-**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: January 11 - January 15

Reminder:

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Topographic maps and satellite imagery are 2-D models that provide information defining 3-D landforms. They contain extensive information related to geographic as well as human structures and changes to the land surface and are useful in understanding geologic processes.

I can:

- interpret landforms, water features, elevation and elevation changes, and other pertinent features on topographic maps.
- construct profiles from topographic contours.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-VA Provinces and Geology Discussion Board** Whole-group: **-Topographic Maps Nearpod** Small-group & independent practice: **-Continue Reviewing Contour Maps in Nearpod with embedded Activities**	Attendance/warmup: **-Trouble With Topographic Maps Discussion Board** Whole-group: **-Contour Maps Review** Small-group & independent practice: **-Gizmos: Reading a Topo Map** Review/exit activity:	Attendance/warmup: **-Trouble With Topographic Maps Discussion Board** Whole-group: **-Contour Maps Review** Small-group & independent practice: **-Gizmos: Reading a Topo Map** Review/exit activity:	Attendance/warmup: **-Trouble With Topographic Maps 2 Discussion Board** Whole-group: **-Counselor Nill Presentation** Small-group & independent practice: **-Topo Maps Drag and Drop Activity** Review/exit activity:	Attendance/warmup: **-Trouble With Topographic Maps 2 Discussion Board** Whole-group: **-Counselor Nill Presentation** Small-group & independent practice: **-Topo Maps Drag and Drop Activity** Review/exit activity:

Review/exit activity: **-Schoology Topo Maps Exit Ticket**	**-Performance Matters Topographic Maps Exit Ticket**	**-Performance Matters Topographic Maps Exit Ticket**	**-Schoology Topographic Maps Exit Ticket**	**-Schoology Topographic Maps Exit Ticket**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: January 4 - January 8

Reminder:

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Virginia has many natural resources to include both renewable and non-renewable.
- Virginia has five physiographic/geologic provinces produced by past episodes of tectonic activity and continuous geologic activity. The five physiographic provinces (landforms) correspond very closely, but not completely, to the geologic provinces (underlying rocks and structures) of the state.
- In Virginia, major rock and mineral resources include coal and natural gas for energy, gravel and crushed stone for road and building construction, silica for electronics, zirconium and

I can:

- label on a map the physiographic provinces of Virginia.
- analyze the geology of Virginia in terms of the rock structures, types, ages, and topography represented in the five physiographic provinces and reconstruct a geologic history.
- analyze data concerning a range of emerging energy and mineral resources in Virginia in terms of costs and benefits and create an-evidence-based forecast of trends and impact on the environment and economy.
- analyze how Virginia's production and use of various natural resources has changed over the last 150 years.
- interpret landforms, water features, elevation and elevation changes,

titanium for advanced metallurgy, and limestone for making concrete. ● Topographic maps and satellite imagery are 2-D models that provide information defining 3-D landforms. They contain extensive information related to geographic as well as human structures and changes to the land surface and are useful in understanding geologic processes.	and other pertinent features on topographic maps.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Welcome Back & Review Class Expectations** **-VA Provinces Discussion Board** Whole-group: **-Review VA Provinces Notes and Associated Table** Small-group & independent practice: **-VA Provinces and Resources Map Activity** Review/exit activity: **-Performance Matters VA Provinces**	Attendance/warmup: **-Welcome Back & Review Class Expectations** **-VA Provinces Discussion Board** Whole-group: **-Review VA Provinces Notes and Associated Table** Small-group & independent practice: **-VA Provinces and Resources Map Activity** Review/exit activity: **-Performance Matters VA Provinces**	Attendance/warmup: **-VA Energy Profile Discussion Board** Whole-group: **-Nearpod: VA Resources Notes** Small-group & independent practice: **-VA Resources Investigation** Review/exit activity: **-VA Resources Investigation CER**	Attendance/warmup: **-VA Energy Profile Discussion Board** Whole-group: **-Nearpod: VA Resources Notes** Small-group & independent practice: **-VA Resources Investigation** Review/exit activity: **-VA Resources Investigation CER**	Attendance/warmup: **-Yosemite Topographic Map Discussion Board** Whole-group: **-Nearpod: Topographic Maps Notes** Small-group & independent practice: **-Gizmos: Reading Topographic Maps** Review/exit activity: **-Schoology Topographic Maps Exit Ticket**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: December 14 - December 18

Reminder: HCPS 13.5 Weeks Assessment 12/15 (Day 1) 12/16 (Day 2)

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Virginia has many natural resources to include both renewable and non-renewable.
- Renewable resources can be replaced by nature at a rate close to the rate at which they are used. Renewable resources include vegetation, sunlight, and surface water.
- Nonrenewable resources are replenished very slowly by natural processes or not at all. Nonrenewable resources include coal, oil, and minerals.
- Technologies that harness renewable energy still require an initial energy and materials investment, thus long-term cost-and-benefit analyses need to be considered.
- In Virginia, major rock and mineral resources include coal and natural gas for energy, gravel and crushed stone for road and building construction, silica for electronics, zirconium and titanium for advanced metallurgy, and limestone for making concrete.

I can:

- assess the role of fossil fuels and renewable energy sources in the future and compare and contrast the environmental benefits and costs among the various options.
- analyze data concerning a range of emerging energy and mineral resources in Virginia in terms of costs and benefits and create an-evidence-based forecast of trends and impact on the environment and economy. (6d)
- analyze how Virginia's production and use of various natural resources has changed over the last 150 years. (6c)

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **-Where Do Countries Stand? Discussion Board** Whole-group: **-Discuss Natural Resources Instagram Specifications** Small-group & independent practice: **-Natural Resources Instagram Design** Review/exit activity: **-Natural Resources Instagram Design Response Questions**	Attendance/warmup: **-Geologic Time & Natural Resources Review** Whole-group: **-HCPS 13.5 Weeks Assessment** Small-group & independent practice: **-Recommence Natural Resources Instagram Design** Review/exit activity: **-**	Attendance/warmup: **-Geologic Time & Natural Resources Review** Whole-group: **-HCPS 13.5 Weeks Assessment** Small-group & independent practice: **-Recommence Natural Resources Instagram Design** Review/exit activity: **-**	Attendance/warmup: **-Virginia Resources Discussion Board** Whole-group: **-Virginia Energy Resources Notes** Small-group & independent practice: **-VA Resources Cost and History Activity** Review/exit activity: **-VA Resources Cost and History CER**	Attendance/warmup: **-Virginia Resources Discussion Board** Whole-group: **-Virginia Energy Resources Nearpod Notes** Small-group & independent practice: **-VA Geology Webquest** Review/exit activity: **-VA Resources Cost and History CER**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: Earth Science **Week of:** December 7 - December 11	**Grade:** 8th **Teacher:** Mr. Kalevas

Reminder:	

I am learning:

- Clean water resources, while renewable, are directly impacted by human activity through extraction and pollution.
- Virginia has many natural resources to include both renewable and non-renewable.
- Renewable resources can be replaced by nature at a rate close to the rate at which they are used. Renewable resources include vegetation, sunlight, and surface water.
- Nonrenewable resources are replenished very slowly by natural processes or not at all. Nonrenewable resources include coal, oil, and minerals.
- Technologies that harness renewable energy still require an initial energy and materials investment, thus long-term cost-and-benefit analyses need to be considered.
- Fossil fuels are nonrenewable in human timescale, create carbon dioxide when burned, and may cause pollution, but they are relatively cheap and easy to use once they are extracted. New sources of energy and methods of resource extraction, such as hydraulic fracturing, create new economic and environmental tradeoffs.
- Renewable energy resources include biomass, geothermal, hydropower, and solar and wind power. Although these are renewable resources, there are still costs and benefits associated with each type of energy.

I can:

- determine the sources of clean water in their community, analyze consumption and supply data, and forecast potential issues related to sustainability.
- research and analyze various types of recent data (climate, agriculture and biomass production, etc.) and evaluate Virginia's potential as a producer of renewable energy sources.
- assess the role of fossil fuels and renewable energy sources in the future and compare and contrast the environmental benefits and costs among the various options.
- relate the formation of fossil fuels (coal and natural gas) in terms of the rock cycle to ancient biologic and atmospheric/climatic conditions and changes within Virginia.

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-Absolute Dating**	Attendance/warmup: **-Absolute Dating**	Attendance/warmup: **-Electricity Usage**	Attendance/warmup: **-Electricity Usage**	Attendance/warmup: **-Where Do Countries**

Review Discussion Board Whole-group: **-How Much Water Does it Take? Activity** **-CK12 Video on Water Scarcity** Small-group & independent practice: **-USGS Water Survey and Responding Questions** Review/exit activity: **-Water Resources Exit Ticket**	**Review Discussion Board** Whole-group: **-How Much Water Does it Take? Activity** **-CK12 Video on Water Scarcity** Small-group & independent practice: **-USGS Water Survey and Responding Questions** Review/exit activity: **-Water Resources Exit Ticket**	**Discussion Board** Whole-group: **-Natural Resources Nearpod** Small-group & independent practice: **-Partner Up 4 Resources Research** Review/exit activity: **-Partners Present Assigned Natural Resources**	**Discussion Board** Whole-group: **-Natural Resources Nearpod** Small-group & independent practice: **-Partner Up 4 Resources Research** Review/exit activity: **-Partners Present Assigned Natural Resources**	**Stand? Discussion Board** Whole-group: **-Finish Presentations on Natural Resources** Small-group & independent practice: **-VA Natural Resources Persuasive Poster** Review/exit activity: **-VA Natural Resources Persuasive Poster Response Questions**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: Earth Science **Week of:** November 30 - December 4 **Reminder:**	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning:	**I can:**
● The history of Earth and the ages of rocks can be investigated and understood by studying rocks and fossils. ● Relative time places events in a sequence without assigning any numerical ages. Fossils, superposition, and cross-cutting relations are used to determine the relative ages of rocks. ● Absolute time places a numerical age on an event. Radiometric dating is used to determine the absolute age of rocks by measuring the products of radioactive decay of certain elements.	● describe how life has changed and become more complex over geologic time. ● construct an explanation for short and long term global occurrences and assess proposed explanations as they relate to mass extinctions ● analyze and interpret complex cross sections using both relative and absolute dating to sequence and define the geologic history of the section. ● analyze data and graphs concerning the ratio of parent isotopes to daughter decay products present in a rock to calculate the age of the material based on absolute dating, and assess how radioactive decay provides a reliable method to determine the age of many types of organic and inorganic materials.

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-Interpreting Graph of Mass Extinction and Corresponding Questions** Whole-group: **-Geologic Time and Rock Deposit TedTalk Video** Small-group & independent practice: **-Geologic Time Scale Activity** Review/exit activity: **-History of the Earth**	Attendance/warmup: **-Who's Dunnit Mystery Game Discussion Board** Whole-group: **-Note-taking on Relative Dating** Small-group & independent practice: **-Practice Relative Dating Sequencing and Index Fossils** Review/exit activity: **-Claim, Evidence, Reason on Relative**	Attendance/warmup: **-Who's Dunnit Mystery Game Discussion Board** Whole-group: **-Note-taking on Relative Dating** Small-group & independent practice: **-Practice Relative Dating Sequencing and Index Fossils** Review/exit activity: **-Claim, Evidence, Reason on Relative**	Attendance/warmup: **-Absolute Dating Video Discussion Board** Whole-group: **-Radiometric Dating Game via Carbon-14 and Uranium-238 Introduction Video** Small-group & independent practice: **-Radiometric Dating Game via Carbon-14 and Uranium-238** Review/exit activity:	Attendance/warmup: **-Absolute Dating Video Discussion Board** Whole-group: **-Radiometric Dating Game via Carbon-14 and Uranium-238 Introduction Video** Small-group & independent practice: **-Radiometric Dating Game via Carbon-14 and Uranium-238** Review/exit activity:

One Pager	**Dating**	**Dating**	**-Radiometric Dating Game and Response Questions**	**-Radiometric Dating Game and Response Questions**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: Earth Science

Week of: November 23 - November 24

Reminder:

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- The history of Earth and the ages of rocks can be investigated and understood by studying rocks and fossils.

I can:

- describe how life has changed and become more complex over geologic time.
- construct an explanation for short and long term global occurrences and assess proposed explanations as they relate to mass extinctions

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Environmental Evolution Card Sort Discussion Board** Whole-group: **-Newsela: Antarctica**	Attendance/warmup: **-Interpreting Graph of Mass Extinction and Corresponding Questions** Whole-group:	Attendance/warmup: **-** Whole-group: **-** Small-group &	Attendance/warmup: **-** Whole-group: **-** Small-group &	Attendance/warmup: **-** Whole-group: **-** Small-group &

and Fossil Evidence Article Small-group & independent practice: **-NATGEO Mass Extinction and Geologic Time** Review/exit activity: **-Mass Extinction Meme or Instagram**	**-Geologic Time and Rock Deposit TedTalk Video** Small-group & independent practice: **-Geologic Time Scale Activity** Review/exit activity: **-History of the Earth One Pager**	independent practice: **-** Review/exit activity: **-**	independent practice: **-** Review/exit activity: **-**	independent practice: **-** Review/exit activity: **-**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: Earth Science **Week of:** November 9 - November 13 **Reminder:**	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning: • The tides are the periodic rise and fall of water level caused by the gravitational pull of the sun and moon. • Earth revolves around the sun while tilted on its axis. The axial tilt is responsible for the incidence	**I can:** • create a three-dimensional scale model of Earth and the orbiting moon, and demonstrate and explain the resulting progression of moon phases. • explain tidal changes and how they relate to the phases of the moon. • create a model showing the position of Earth, moon, and sun during a

and duration of sunlight striking a given hemisphere that varies during the Earth's revolution around the sun, thus causing seasons. Equinoxes and solstices represent distinct, quarterly points signaling the cyclic change of seasons. ● The moon revolves around Earth, creating moon phases and eclipses. Solar eclipses occur when the moon blocks sunlight from Earth's surface, while lunar eclipses occur when Earth blocks sunlight from reaching the moon's surface.	solar and lunar eclipse. ● relate the moon's orbit and tilt to type and frequency of eclipses.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Planets and Small Bodies Review for Unit 3 Quiz** Whole-group: **-Nearpod: Eclipses Crash Course** Small-group & independent practice: **-Unit 3 Solar System Quiz** Review/exit activity: **-Eclipse Map of the United States and corresponding questions**	Attendance/warmup: **-Planets and Small Bodies Review for Unit 3 Quiz** Whole-group: **-Nearpod: Eclipses Crash Course** Small-group & independent practice: **-Unit 3 Solar System Quiz** Review/exit activity: **-Eclipse Map of the United States and corresponding questions**	Attendance/warmup: **-Solar Eclipse Blackout Demo** Whole-group: **-Present and Describe Moon Phases/Eclipses/Tides Project** Small-group & independent practice: **-Begin planning and constructing Project** Review/exit activity: **-Provide a review of project and help answer questions and misconceptions**	Attendance/warmup: **-Solar Eclipse Blackout Demo** Whole-group: **-Present and Describe Moon Phases/Eclipses/Tides Project** Small-group & independent practice: **-Begin planning and constructing Project** Review/exit activity: **-Provide a review of project and help answer questions and misconceptions**	Attendance/warmup: **-** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**

Wilder Week at a Glance

One Team. One Vision.

BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: Earth Science

Week of: November 2 - November 6

Reminder:

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Moons are natural satellites of planets that vary widely in composition and in method of formation.
- Earth revolves around the sun while tilted on its axis. The axial tilt is responsible for the incidence and duration of sunlight striking a given hemisphere that varies during the Earth's revolution around the sun, thus causing seasons. Equinoxes and solstices represent distinct, quarterly points signaling the cyclic change of seasons.
- The moon revolves around Earth, creating moon phases and eclipses. Solar eclipses occur when the moon blocks sunlight from Earth's surface, while lunar eclipses occur when Earth blocks sunlight from reaching the moon's surface.

I can:

- explain why solar and lunar eclipses do not occur each month.
- create a three-dimensional scale model of Earth and the orbiting moon, and demonstrate and explain the resulting progression of moon phases.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Review Exit Ticket**	Attendance/warmup: **-**	Attendance/warmup: **-Review Exit Ticket**	Attendance/warmup: **-Moon Phases**	Attendance/warmup: **-Moon Phases**

Question most missed on meteors Whole-group: **-Provide update on Planets Comparison Chart** Small-group & independent practice: **-Gizmos: Planets Task Card** Review/exit activity: **-PM: Planets Exit Ticket**	Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	**Question most missed on meteors** Whole-group: **-Provide update on Planets Comparison Chart** Small-group & independent practice: **-Gizmos: Planets Task Card** Review/exit activity: **- PM: Planets Exit Ticket**	**Discussion Board** Whole-group: **-Nearpod Video Questionnaire** **-Lunar Phase Simulator Practice** Small-group & independent practice: **-CK12 Lunar Phases and Demonstration Activity** **-Lunar Phases Simulator Diagram** Review/exit activity: **-Lunar Phase Simulator**	**Discussion Board** Whole-group: **-Nearpod Video Questionnaire** **-Lunar Phase Simulator Practice** Small-group & independent practice: **-CK12 Lunar Phases and Demonstration Activity** Review/exit activity: **-Lunar Phase Simulator**

Wilder Week at a Glance

One Team. One Vision.

BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: Earth Science **Week of:** October 26 - October 30 **Reminder:**	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning:	**I can:**
● There are countless fragments comprised of rock and dust floating throughout the solar system. Those that enter Earth's atmosphere are known as meteors. Meteors that are large enough to pass through the atmosphere contain information regarding the age, composition, and evolution of our solar system, as well as potential signs of life having developed extra-terrestrially. ● There are essentially two types of planets in our solar system. The four inner (terrestrial) planets consist mostly of rocky outer layers and have cores of metallic elements. The four outer planets are gas giants, consisting mostly of hydrogen and helium. The nature of the gas planets' interiors is subject to ongoing research. ● The dwarf planet, Pluto, is about two-thirds the diameter of Earth's moon and probably has a rocky core surrounded by a mantle of water ice. It is part of the Kuiper Belt. ● Moons are natural satellites of planets that vary widely in composition and in method of formation.	● I can compare and contrast the defining characteristics among moons, comets, meteoroids, and asteroids. ● I can compare the classification of the dwarf planet Pluto to the planets in relation to its orbit, and its similarity to other objects in the Kuiper Belt. ● I can explain the role of the position of Earth in the Solar System. ● I can predict what conditions would need to be in place for another celestial object to support life.

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-What Happens when a Meteorite Strikes the Earth Discussion Board** Whole-group: **-What's the Difference? Small Bodies in Solar System Comparison**	Attendance/warmup: **-Exoplanets Discussion Board** Whole-group: **-Kepler's Exoplanet Graph and Survey Activity** Small-group & independent practice:	Attendance/warmup: **-Exoplanets Discussion Board** Whole-group: **-Kepler's Exoplanet Graph and Survey Activity** Small-group & independent practice:	Attendance/warmup: **-Solar System 101 Nat Geo Discussion Board** Whole-group: **-Solar System Notes: Breakdown of each planet within our Solar System** Small-group &	Attendance/warmup: **-Solar System 101 Nat Geo Discussion Board** Whole-group: **-Solar System Notes: Breakdown of each planet within our Solar System** Small-group &

Chart Small-group & independent practice: **- Challenge: Asteroids-Build the Future of Space Exploration Interactive; Orientation & Missions 1** Review/exit activity: **-PM: Small Bodies/Dwarf Planets Exit Ticket**	**-Challenge: Asteroids-Build the Future of Space Exploration Interactive; Missions 2 & 3** Review/exit activity: **-PM: Small Bodies/Dwarf Planets Exit Ticket**	**-Challenge: Asteroids-Build the Future of Space Exploration Interactive; Missions 2 & 3** Review/exit activity: **- PM: Small Bodies/Dwarf Planets Exit Ticket**	independent practice: **-Planets Speed Dating Jamboard; Students will be grouped and will research a particular planet. Then share facts on a shared Jamboard for the entire class.** Review/exit activity: **-Finish Challenge: Asteroids-Build the Future of Space Exploration Interactive; Missions 2 & 3**	independent practice: **-Planets Speed Dating Jamboard; Students will be grouped and will research a particular planet. Then share facts on a shared Jamboard for the entire class.** Review/exit activity: **-Finish Challenge: Asteroids-Build the Future of Space Exploration Interactive; Missions 2 & 3**

Wilder Week at a Glance

One Team. One Vision.

BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: Earth Science **Week of:** October 19 - October 23 **Reminder:** Unit 2 Test Monday 10/19 (Day 1) & Tuesday 10/20 (Day 2)	**Grade:** 8th **Teacher:** Mr. Kalevas

I am learning: • There are countless fragments comprised of rock and dust floating throughout the solar system.	**I can:** • I can compare and contrast the defining characteristics among moons, comets, meteoroids, and asteroids.

Those that enter Earth's atmosphere are known as meteors. Meteors that are large enough to pass through the atmosphere contain information regarding the age, composition, and evolution of our solar system, as well as potential signs of life having developed extra-terrestrially. ● Asteroids are usually leftover debris from the formation of the solar system, or creations from the collisions of other asteroids. ● Comets orbit the sun and consist mostly of frozen gases.	● I can compare the classification of the dwarf planet Pluto to the planets in relation to its orbit, and its similarity to other objects in the Kuiper Belt.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Review Most Missed Questions from Exit Tickets during Unit 2** Whole-group: **-Unit 2 Review: Density, Space Exploration, Star Composition, Big Bang, Redshift, Doppler Effect, H-R Diagram** Small-group & independent practice: **-PM: Unit 2 Cosmology Test** Review/exit activity: **-**	Attendance/warmup: **-Review Most Missed Questions from Exit Tickets during Unit 2** Whole-group: **-Unit 2 Review: Density, Space Exploration, Star Composition, Big Bang, Redshift, Doppler Effect, H-R Diagram** Small-group & independent practice: **-PM: Unit 2 Cosmology Test** Review/exit activity: **-**	Attendance/warmup: **-A Dwarf Planet Within our Solar System Discussion Board** Whole-group: **-Nearpod: Small Bodies in Space Notes** Small-group & independent practice: **-Challenge: Asteroids-Build the Future of Space Exploration Interactive; Orientation & Mission 1** Review/exit activity: **- Challenge**	Attendance/warmup: **-A Dwarf Planet Within our Solar System Discussion Board** Whole-group: **-Nearpod: Small Bodies in Space Notes** Small-group & independent practice: **-Challenge: Asteroids-Build the Future of Space Exploration Interactive; Orientation & Mission 1** Review/exit activity: **-Challenge Asteroids**	Attendance/warmup: **-What Happens when a Meteorite Strikes the Earth Discussion Board** Whole-group: **-What's the Difference? Small Bodies in Solar System Comparison Chart** Small-group & independent practice: **-Challenge: Asteroids-Build the Future of Space Exploration Interactive; Missions 2 & 3** Review/exit activity:

		Asteroids Pre-lab Questions	**Pre-lab Questions**	**-PM: Small Bodies/Dwarf Planets Exit Ticket**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: Earth Science

Week of: October 12 - October 16

Reminder: Unit 2 Test Monday 10/19 (Day 1) & Tuesday 10/20 (Day 2)

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- The solar nebular theory is science's best current idea for the formation of stars and planetary systems. The nebular theory explains that stars form through the condensation of the nebula. Photographic images show likely examples of stellar nurseries and star formation within the galaxy (i.e., Crab Nebula).
- Stars have finite lifetimes and go through changes over time. The mass of a star controls its evolution, lifespan, and fate. Stars form by condensation and gravitational compression of interstellar gas and dust.
- The Hertzsprung-Russell diagram illustrates the relationship between the absolute magnitude or luminosity of a star and the surface temperature of stars. As stars age, their position on the

I can:

- Analyze the variations in chemical compositions of stars of different masses and relate to the process of fusion and the star's stage in its stellar evolution.
- Understand the connection between fusion of elements in stars and the presence and abundance of elements that make up our solar system and its contents, including living organisms.
- Compare the characteristics and evolution of more massive stars to that of the sun.
- Use the Hertzsprung-Russel diagram to classify stars and use this classification to determine the projected stellar life cycle.

Hertzsprung-Russell diagram changes.				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-What does a Black Hole Look Like Discussion Board** Whole-group: **-Discuss the Characteristics of Stars** Small-group & independent practice: **-Part 2 of Virtual Lab: The Big Bang** Review/exit activity: **-Virtual Lab Responses**	Attendance/warmup: **-How Space Telescopes break down light Discussion Board** Whole-group: **-Reading Comprehension Activity on Star Spectra** Small-group & independent practice: **-Gizmos: Star Spectra; Students will determine a Stars Composition, How to classify, and Look into Unusual Star Spectra** Review/exit activity: **-PM: Star Composition Exit Ticket**	Attendance/warmup: **-How Space Telescopes break down light Discussion Board** Whole-group: **-Reading Comprehension Activity on Star Spectra** Small-group & independent practice: **-Gizmos: Star Spectra; Students will determine a Stars Composition, How to classify, and Look into Unusual Star Spectra** Review/exit activity: **- PM: Star Composition Exit Ticket**	Attendance/warmup: **-Stars and Galaxies H-R Diagram Video and Question Responses** Whole-group: **-HR Diagram Notes and Interactive** Small-group & independent practice: **-HR Diagram Star in a Box Interactive Activity** Review/exit activity: **-PM: H-R Diagram Exit Ticket**	Attendance/warmup: **-Stars and Galaxies H-R Diagram Video and Question Responses** Whole-group: **-HR Diagram Notes and Interactive** Small-group & independent practice: **-HR Diagram Star in a Box Interactive Activity** Review/exit activity: **-PM: H-R Diagram Exit Ticket**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: Earth Science

Week of: October 5 - October 9

Reminder: Thursday 10/8 Earth Sci. 4.5 Week Assessment

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- The universe is a dynamic system of interacting components that is vast in size, still expanding, and about 13.8 billion years old.
- The big bang theory states that the universe began in a very hot, dense state that expanded and eventually condensed into galaxies.
- Stars have finite lifetimes and go through changes over time. The mass of a star controls its evolution, lifespan, and fate. Stars form by condensation and gravitational compression of interstellar gas and dust.

I can:

- Describe the Big Bang Theory and provide evidence used to support the theory.
- Compare the characteristics and evolution of more massive stars to that of the sun.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **-Starry Night Discussion Board - Students create observations/questions of Hubble galaxies photo** Whole-group: **-Discuss Big Bang Theory Notes**	Attendance/warmup: **-** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **-PM: Earth Sci. 4.5 Weeks Assessment** Whole-group: **-Present The Doppler Effect, Red Shift, and Big Bang Virtual Lab** Small-group & independent practice: **-Part 1 of Virtual Lab:**	Attendance/warmup: **-** Whole-group: **-** Small-group & independent practice: **-** Review/exit activity: **-**	Attendance/warmup: **-What does a Black Hole Look Like Discussion Board** Whole-group: **-Discuss the Characteristics of Stars** Small-group & independent practice:

Small-group & independent practice: **-Big Bang Theory Claim-Evidence-Reasoning** Review/exit activity: **-PM: Big Bang Theory Exit Ticket**		**Colors in Space** Review/exit activity: **- Virtual Lab Responses**		**-Part 2 of Virtual Lab: The Big Bang** Review/exit activity: **-Virtual Lab Responses**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Updated Bell Schedule 9/29

Content: GYSA Earth Science

Week of: September 29 - October 2

Reminder: Lab Safety Projects Due Tuesday 9/29 (DAY 1) and Wednesday 9/30 (DAY 2)

Grade: 8th

Teacher: Mr. Kalevas

I am learning:

- Getting familiar with Claims, Evidence, and Reasoning (CER) process in a science class.
- How mass, volume, and density are measured and calculated.
- How early contributions to space exploration has helped pave the way for further space exploring.

I can:

- calculate density and relate density to other major Earth Science themes.
- describe how the role of technology (Galileo's telescope, Hubble telescope, planetary orbiters, landers/rovers) has contributed to our scientific understanding of the cosmos.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: Whole-group: Small-group & independent practice: Review/exit activity:	Attendance/warmup: **-Review Scientific Investigation and Density** Whole-group: **-Nearpod: Early Space Exploration** Small-group & independent practice: **- Scientific Investigation, Claim, Evidence, Reason and Density Quiz** Review/exit activity: **-End of Class Review of Early Space Exploration**	Attendance/warmup: **-Review Scientific Investigation and Density** Whole-group: **-Nearpod: Early Space Exploration** Small-group & independent practice: **-Scientific Investigation, Claim, Evidence, Reason and Density Quiz** Review/exit activity: **-End of Class Review of Early Space Exploration**	Attendance/warmup: **-Future Space Exploration Discussion Post** Whole-group: **-Space Exploration Mission Details Assigned** Small-group & independent practice: **-Students will be assigned a Space Exploration Mission to research and post on a class-shared google slide.** Review/exit activity: **-Performance Matters Exit Ticket**	Attendance/warmup: **-Future Space Exploration Discussion Post** Whole-group: **-Space Exploration Mission Details Assigned** Small-group & independent practice: **-Students will be assigned a Space Exploration Mission to research and post on a class-shared google slide.** Review/exit activity: **-Performance Matters Exit Ticket**

Wilder Week at a Glance

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BACK TO SCHOOL NIGHT 9/22 LINK

Content: GYSA Earth Science

Week of: September 21 - September 25

Reminder: Lab Safety Projects Due Tuesday 9/29 (DAY 1) and

Grade: 8th

Teacher: Mr. Kalevas

Wednesday 9/30 (DAY 2)				
I am learning: ● Getting familiar with Claims, Evidence, and Reasoning (CER) process in a science class. ● How mass, volume, and density are measured and calculated.		**I can:** ● ask questions and define problems ● construct and critique conclusions and explanations ● calculate density and relate density to other major Earth Science themes.		
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **-A little about me CER** Whole-group: **-Discuss CER terms and Sentence Starters** Small-group & independent practice: **-A little about me: Student Version CER** Review/exit activity: **-CER Quizizz**	Attendance/warmup: **-Density Discussion Board** Whole-group: **-Nearpod: Density** Small-group & independent practice: **- Newsela: Density and Buoyancy Reading and Writing Prompt** Review/exit activity: **-Density Kahoot**	Attendance/warmup: **-Density Discussion Board** Whole-group: **-Nearpod: Density** Small-group & independent practice: **-Newsela: Density and Buoyancy Reading and Writing Prompt** Review/exit activity: **-Density Kahoot**	Attendance/warmup: **-Loom video of Orange Density Demo** Whole-group: **-CK12 Density Flexbook** Small-group & independent practice: **-Gizmos: Density Virtual Lab CER** **-Density Calculations Practice** Review/exit activity: **-Schoology Quiz**	Attendance/warmup: **-Loom video of Orange Density Demo** Whole-group: **-CK12 Density Flexbook** Small-group & independent practice: **-Gizmos: Density Virtual Lab CER** **-Density Calculations Practice** Review/exit activity: **-Schoology Quiz**