

**GRADE 8 SCIENCE
CURRICULUM MAP
SAUGUS MIDDLE SCHOOL**

Week 1		Week 2	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>ES #5: Describe how the movement of the earth's crustal plates causes both slow changes in the earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>ES #5: Describe how the movement of the earth's crustal plates causes both slow changes in the earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).</p> <p>ES #7: Explain and Give examples of how physical evidence, such as fossils and surface features of glaciations, supports theories that the earth has evolved over geologic time.</p>	
<p align="center">Unit/Topic./Lesson</p> <ul style="list-style-type: none"> • Earth's Changes Over Time • Plate Tectonics • Continental Drift 		<p align="center">Unit/Topic./Lesson</p> <ul style="list-style-type: none"> • Earth's Changes Over Time • Plate Tectonics • Seafloor Spreading 	
<p>Objectives (Students Will...)</p> <ul style="list-style-type: none"> • Describe the hypothesis of continental drift. • Identify evidence supporting continental drift. 	<p align="center">Essential Question</p> <p>How did the biosphere of the Earth form and evolve to become what it is today?</p>	<p>Objectives (Students Will...)</p> <ul style="list-style-type: none"> • Explain seafloor spreading. • Recognize how age and magnetic clues support the theory of seafloor spreading. 	<p align="center">Essential Question</p> <p>How has seafloor spreading changed the shape of the Earth?</p>
<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 7 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<p align="center">Media Resources</p> <ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources 	<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 7 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<p align="center">Media Resources</p> <ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
<p align="center">Assessment Activities</p> <p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Interpreting Fossil data <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Seafloor spreading rates <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 3	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>ES #3: Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through the earth's system.</p> <p>ES #5: Describe how the movement of the earth's crustal plates causes both slow changes in the earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).</p>	
<p align="center">Unit/Topic./Lesson</p> <ul style="list-style-type: none"> • Earth's Changes Over Time • Plate Tectonics • Theory of Plate Tectonics 	
<p>Objectives (Students Will...)</p> <ul style="list-style-type: none"> • Compare and contrast different type of plate boundaries. • Explain how heat inside the Earth causes plate tectonics. • Recognize features caused by plate tectonics. 	<p>Essential Question</p> <p>What are the factors that support the theory of plate tectonics and how has plate tectonics helped shape the Earth as we know it today?</p>
<p>Teacher Resources</p> <ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 7 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<p>Media Resources</p> <ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources • Video Lab
<p>Assessment Activities</p> <p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Predicting plate activity <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 7</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 4	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>ES #5: Describe how the movement of the earth's crustal plates causes both slow changes in the earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).</p>	
<p align="center">Unit/Topic./Lesson</p> <ul style="list-style-type: none"> • Earthquakes and Volcanoes • Earthquakes 	
<p>Objectives (Students Will...)</p> <ul style="list-style-type: none"> • Explain how earthquakes are caused by a build up of strain in the Earth's crust. • Compare and contrast primary, secondary, and surface waves. • Recognize earthquake hazards and how to prepare for them. • 	<p>Essential Question</p> <p>Explain how earthquakes and volcanoes have effected the shaping of the Earth's land forms?</p>
<p>Teacher Resources</p> <ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 8 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<p>Media Resources</p> <ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
<p>Assessment Activities</p> <p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 5	
Performance Standards	
<i>The students will:</i>	
ES #6: Describe and Give examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Earthquakes and Volcanoes • Volcanoes 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Explain how volcanoes can affect people. • Describe how types of materials are produced by volcanoes. • Compare how the three different volcano forms develop. 	What are the 3 types of volcanoes and how do they differ in terms of formation and environmental effect?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 8 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Modeling an eruption <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completed by:</p> <p>Comments</p>

Week 6	
Performance Standards	
<i>The students will:</i>	
ES #3: Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through the earth's system.	
ES #5: Describe how the movement of the earth's crustal plates causes both slow changes in the earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).	
ES #6: Describe and Give examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Earthquakes and Volcanoes • Earthquakes, Volcanoes, and Plate Tectonics 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Explain how the location of volcanoes and earthquake epicenters are related to tectonic plate boundaries. • Explain how heat within the Earth causes plates to move. 	How are earthquakes, volcanoes and plate tectonics related to each other?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 8 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - p-wave travel time - seismic waves <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 8</p>	<p>Completed by:</p> <p>Comments</p>

Week 7	
Performance Standards	
<i>The students will:</i>	
ES #6: Describe and Give examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering.	
ES #7: Explain and Give examples of how physical evidence, such as fossils and surface features of glaciation, supports theories that the earth has evolved over geologic time.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Clues to Earth's Past • Fossils 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • List the conditions necessary for fossils to form. • Describe several processes of fossil formation. • Explain how fossil correlation is used to determine rock ages. • Determine how fossils can be used to explain changes in Earth's surface, life forms, and environment. 	How do fossils and surface features show evidence of change over geologic time?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 9 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completed by:</p> <p>Comments</p>

Week 8	
Performance Standards	
<i>The students will:</i>	
ES #7: Explain and Give examples of how physical evidence, such as fossils and surface features of glaciation, supports theories that the earth has evolved over geologic time.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Clues to Earth's Past • Relative Ages of Rocks 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Describe methods used to assign relative ages to rock layers. • Interpret gaps in the rock record • Give an example of how rock layers can be correlated with other rock layers. 	What physical evidence from fossils and glaciation explain how the Earth has evolved over time?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 9 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>- Relative Ages</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 9</p>	<p>Completed by:</p> <p>Comments</p>

Week 9	
Performance Standards	
<i>The students will:</i>	
<p>ES #10: Compare and contrast properties and conditions of objects in the solar system (i.e., sun, planets, and moons) to those on Earth (i.e., gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions).</p> <p>ES #11: Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> The Sun-Earth-Moon System Earth 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Examine Earth's physical characteristics. Differentiate between rotation and revolution. Discuss what causes the seasons to change. 	<p>Explain how the tilt of the Earth and position in the solar system cause climatic changes (seasons) on Earth?</p>
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 11 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> Making a compass <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 10	
Performance Standards	
<i>The students will:</i>	
<p>ES #9: Describe lunar and solar eclipses, the observed moon phases, and tides. Relate them to the relative positions of the earth, moon, and sun.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> The Sun-Earth-Moon System The Moon - Earth's Satellite 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Identify the phases of the Moon and their cause. Explain why solar and lunar eclipses occur. Infer what the Moon's surface features may reveal about its history. 	<p>How do the phases of the moon, solar and lunar eclipses prove the Earth is a sphere?</p>
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 11 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources Video Lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> Compare the Sun and the Moon Moon Phases and Eclipses <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 11</p>	Completed by:
	Comments

Week 11	
Performance Standards	
<i>The students will:</i>	
<p>ES #8: Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth. Gravity plays a major role in the formation of the planets, stars, and solar system and in determining their motions.</p> <p>ES #10: Compare and contrast properties and conditions of objects in the solar system (i.e., sun, planets, and moons) to those on Earth (i.e., gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions).</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> The Solar System 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Compare the Earth-centered and Sun-centered models of the solar system. Explain that gravity holds the planets in their orbits around the Sun. 	How does gravity cause or create the properties and conditions in the solar system?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 12 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> Planetary Orbits <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 12	
Performance Standards	
<i>The students will:</i>	
<p>ES #8: Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth. Gravity plays a major role in the formation of the planets, stars, and solar system and in determining their motions.</p> <p>ES #10: Compare and contrast properties and conditions of objects in the solar system (i.e., sun, planets, and moons) to those on Earth (i.e., gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions).</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> The Solar System The Inner Planets 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> List the inner planets in order from the Sun. Describe each inner planet. Compare and contrast Venus and Earth. 	What is the difference between the inner planets and the outer planets and how has gravity played a role in the formation of each?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 12 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 12</p>	Completed by:
	Comments

Week 13	
Performance Standards	
<i>The students will:</i>	
<p>ES #8: Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth. Gravity plays a major role in the formation of the planets, stars, and solar system and in determining their motions.</p> <p>ES #10: Compare and contrast properties and conditions of objects in the solar system (i.e., sun, planets, and moons) to those on Earth (i.e., gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions).</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> The Solar System The Outer Planets 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Describe the characteristics of Jupiter, Saturn, Uranus, and Neptune. Explain how Pluto differs from the outer planets. Explain why Pluto is no longer considered a planet. 	Why are the outer planets so much larger and gaseous as compared to the inner planets?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 12 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources Video lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completed by:</p> <p>Comments</p>

Week 14	
Performance Standards	
<i>The students will:</i>	
<p>ES #8: Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth. Gravity plays a major role in the formation of the planets, stars, and solar system and in determining their motions.</p> <p>ES #10: Compare and contrast properties and conditions of objects in the solar system (i.e., sun, planets, and moons) to those on Earth (i.e., gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions).</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> The Solar System Other Objects in the Solar System 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Describe how comets change when they approach the Sun. Distinguish between comets, asteroids, and meteoroids. Explain that objects from space sometimes impact Earth. 	Are comets, asteroids and meteors all the same? If not, how are they different?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 12 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources Video lab MOVIE : Dogs and more dogs
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>- Solar System Distance Model</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 12</p>	<p>Completed by:</p> <p>Comments</p>

Week 15	
Performance Standards	
<i>The students will:</i>	
ES #12: Recognize that the universe contains many billions of galaxies, and that each galaxy contains many billions of stars.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> Stars and Galaxies Stars The Sun 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Explain why some constellations are visible only during certain seasons. Distinguish between absolute magnitude and apparent magnitude. Explain that the Sun is the closest star to the Earth. Describe the structure of the Sun. Describe sunspots, prominences and solar flares. 	Are all the stars in a constellation similar in size, characteristics and location in space?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 13 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> Sunspots <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 16	
Performance Standards	
<i>The students will:</i>	
ES #12: Recognize that the universe contains many billions of galaxies, and that each galaxy contains many billions of stars.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> Stars and Galaxies Evolution of Stars Galaxies and the Universe 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Describe how stars are classified. Compare the Sun to other stars on the H-R Diagram. Describe how stars evolve. Describe the Sun's position in the Milky Way galaxy. Explain that the same natural laws that apply to our solar system also apply in other galaxies. 	What is the H-R diagram and what is it used for?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 13 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources Video Lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> Measuring Parallax <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 13</p>	Completed by:
	Comments

Week 17	
Performance Standards	
<i>The students will:</i>	
PS #6: Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound).	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Inside the Atom • Models of the Atom 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Explain how scientists discovered subatomic particles. • Explain how today's model of the atom developed. • Describe the structure of the nuclear atom. • Explain that all matter is composed of atoms. 	How were the many parts of the atom discovered?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 14 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources • Video Lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Making a model of the invisible <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completed by:</p> <p>Comments</p>

Week 18	
Performance Standards	
<i>The students will:</i>	
PS #6: Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound).	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Inside the Atom • The Nucleus 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Describe the process of radioactive decay. • Explain what is meant by half-life. • Describe how radioactive isotopes are used. 	What is a half-life and how is it used in determining relative age?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 14 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Half-Life <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 14</p>	<p>Completed by:</p> <p>Comments</p>

Week 19	
Performance Standards	
<i>The students will:</i>	
<p>PS #5: Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.</p> <p>PS #7: Give basic examples of elements and compounds.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> The Periodic Table Introduction to the Periodic Table 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Describe the history of the periodic table. Interpret an element key. Explain how the periodic table is organized. 	What determines where an element belongs on the periodic table?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 15 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources Video lab Video Lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report: - Designing a Periodic Table</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 20	
Performance Standards	
<i>The students will:</i>	
<p>PS #5: Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.</p> <p>PS #7: Give basic examples of elements and compounds.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> The Periodic Table Representative Elements 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Recognize the properties of the representative elements. Identify uses for the representative elements. Classify elements into groups based on similar properties. 	What is the difference between elements and compounds?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 15 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report: - Designing a Periodic Table</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 21		Week 22	
<p style="text-align: center;">Performance Standards</p> <p><i>The students will:</i></p> <p>PS #5: Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.</p> <p>PS #7: Give basic examples of elements and compounds.</p>		<p style="text-align: center;">Performance Standards</p> <p><i>The students will:</i></p> <p>PS #5: Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.</p> <p>PS #6: Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound).</p>	
<p style="text-align: center;">Unit/Topic./Lesson</p> <ul style="list-style-type: none"> • The Periodic Table • Transition Elements 		<p style="text-align: center;">Unit/Topic./Lesson</p> <ul style="list-style-type: none"> • Atomic Structure and Chemical Bonds • Why do Atoms Combine? 	
<p>Objectives (Students Will...)</p> <ul style="list-style-type: none"> • Identify the properties of the transition elements. 	<p style="text-align: center;">Essential Question</p> <p>What the properties of transition metals and why are they important?</p>	<p>Objectives (Students Will...)</p> <ul style="list-style-type: none"> • Identify how electrons are arranged in an atom. • Compare the relative amounts of energy of electrons in an atom. • Compare how the arrangements of electrons in an atom is related to its place in the periodic table. 	<p style="text-align: center;">Essential Question</p> <p>Why do Atoms Combine chemically to form compounds and molecules?</p>
<p style="text-align: center;">Teacher Resources</p> <ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 15 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<p style="text-align: center;">Media Resources</p> <ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources 	<p style="text-align: center;">Teacher Resources</p> <ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 16 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<p style="text-align: center;">Media Resources</p> <ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources • Video lab
<p style="text-align: center;">Assessment Activities</p> <p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Metals and Non-metals <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 15</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p style="text-align: center;">Assessment Activities</p> <p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Identify properties of elements by the periodic table <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 23

Performance Standards

The students will:

PS #6: Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound).

PS #7: Give basic examples of elements and compounds.

Unit/Topic./Lesson

- Atomic Structure and Chemical Bonds
- How do Elements Bond?

Objectives (Students Will...)

- **Compare and contrast** ionic and covalent bonds.
- **Distinguish** between compounds and molecules.
- **Identify** the difference between polar and non-polar covalent bonds.
- **Interpret** chemical shorthand.

Essential Question

How are electrons gained, lost or shared in order to form chemical bonds?

Teacher Resources

- Glencoe Blue ©2005 Chapter 16
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.

Lab/ Lab Report:

- Ionic Compounds
- Atomic Structure
- Constructing a Model of Methane

Quiz: Given at the end of the week on all introduced topics and concepts.

TEST: Chapter 16

Completion date:

Completed by:

Comments

Week 24

Performance Standards

The students will:

PS #4: Explain and Give examples of how mass is conserved in a closed system.

PS #10: Differentiate between physical changes and chemical changes.

PS #14: Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.

Unit/Topic./Lesson

- Chemical Reactions
- Chemical Formulas and Equations

Objectives (Students Will...)

- **Determine** whether or not a chemical reaction is occurring.
- **Determine** how to read and understand a balanced chemical equation.
- **Examine** some reactions that release energy and others that absorb energy.
- **Explain** the law of conservation of mass.

Essential Question

What are some of the physical characteristics that happen to let us know that a chemical reaction is happening?

Teacher Resources

- Glencoe Blue ©2005 Chapter 17
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Video lab

Assessment Activities

Homework: To be given daily on each introduced topic.

Lab/ Lab Report:

- **Identify** a Chemical Reaction
- Conservation of Mass

Quiz: Given at the end of the week on all introduced topics and concepts.

Completion date:

Completed by:

Comments

Week 25

Performance Standards

The students will:

PS #4: Explain and Give examples of how mass is conserved in a closed system.

PS #10: Differentiate between physical changes and chemical changes.

PS #14: Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.

Unit/Topic./Lesson

- Chemical Reactions
- Rates of Chemical Reactions

Objectives (Students Will...)

- **Determine** how to describe and measure the speed of a chemical reaction.
- **Identify** how chemical reactions can be speeded up or slowed down.

Essential Question

How does the temperature affect the speed of a chemical reaction to occur, like the souring of milk?

Teacher Resources

- Glencoe Blue ©2005 Chapter 17
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources
- Video lab

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
 - Physical or a Chemical Change
 - Exothermic & Endothermic Reactions
Quiz: Given at the end of the week on all introduced topics and concepts.
TEST: Chapter 17

Completion date:

Completed by:

Comments

Week 26

Performance Standards

The students will:

PS #11: Explain and Give examples of how the motion of an object can be described by its position, direction of motion, and speed.

PS #12: Graph and Interpret distance vs. time graphs for constant speed.

Unit/Topic./Lesson

- Motion, Forces, and Energy
- What is Motion?

Objectives (Students Will...)

- **Define** distance, speed, and velocity.
- **Graph** motion.

Essential Question

How are speed, distance and velocity calculated and related graphically to each other?

Teacher Resources

- Glencoe Blue ©2005 Chapter 18
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

Assessment Activities

Homework: To be given daily on each introduced topic.
Lab/ Lab Report:
 - Measuring Average Speed
Quiz: Given at the end of the week on all introduced topics and concepts.
TEST: Distance, Speed, and Velocity

Completion date:

Completed by:

Comments

Week 27	
Performance Standards	
<i>The students will:</i>	
PS #14: Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.	
PS #15: Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase.	
PS #16: Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Thermal Energy • Temperature and Thermal Energy 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Explain how temperature is related to kinetic energy. • Describe three scales used for measuring temperature. • Define thermal energy. 	Do “cold” objects have “heat”?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 21 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 28	
Performance Standards	
<i>The students will:</i>	
PS #14: Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.	
PS #15: Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase.	
PS #16: Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Thermal Energy • Heat 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Explain the difference between thermal energy and heat. • Describe three ways heat is transferred. • Identify materials that are insulators or conductors. 	How does heat move?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 21 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources • Video Lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>- Heating Up and Cooling Down</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 29	
Performance Standards	
<i>The students will:</i>	
PS #14: Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.	
PS #15: Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase.	
PS #16: Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Thermal Energy • Engines and Refrigerators 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Describe what a heat engine does. • Explain that energy can exist in different forms, but is never created or destroyed. • Describe how an internal combustion engine works. • Explain how refrigerators move heat. 	What is the effect of thermal energy on particles in motion?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 21 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Comparing Thermal Insulators <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 21</p>	Completed by:
	Comments

Week 30	
Performance Standards	
<i>The students will:</i>	
LS #7: Recognize that every organism requires a set of instructions that specifies its traits. These instructions are stored in the organism's chromosomes. Heredity is the passage of these instructions from one generation to another.	
LS #13: Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Traits and How They Change • Traits and the Environment 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Compare and contrast phenotype and genotype. • Describe some effects the environment has on traits. • Explain how traits are formed. 	Does the environment have an effect on the phenotype and genotype for organisms?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 2 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Jelly Bean Hunt <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 31	
Performance Standards	
<i>The students will:</i>	
<p>LS #7: Recognize that every organism requires a set of instructions that specifies its traits. These instructions are stored in the organism's chromosomes. Heredity is the passage of these instructions from one generation to another.</p> <p>LS #8: Recognize that hereditary information is contained in genes located in the chromosomes of each cell. A human cell contains about 30,000 different genes on 23 different chromosomes.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Traits and How They Change • Genetics 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Differentiate between genetics and heredity. • Explain the results of Mendel's pea plant experiments. • Identify the results shown by a Punnett square. 	How are the traits within an organism changed over time?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 2 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Fruit Fly Phenotypes <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completed by:</p> <p>Comments</p>

Week 32	
Performance Standards	
<i>The students will:</i>	
<p>LS #10: Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms.</p> <p>LS #12: Relate the extinction of species to a mismatch of adaptation and the environment.</p> <p>LS #18: Recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Traits and How They Change • Environmental Impact Over Time 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Explain how living and nonliving environmental factors impact evolution. • Describe how natural selection occurs in a species. • Compare and contrast selective breeding and natural selection. 	What effects do genetics and environmental factors have on evolution?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 2 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources • Video lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Toothpick Fish <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 2</p>	<p>Completed by:</p> <p>Comments</p>

Week 33	
Performance Standards	
<i>The students will:</i>	
<p>LS #2: Recognize that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.</p> <p>LS #5: Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms.</p> <p>LS #6: Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> Interactions of Human Systems The Human Organism 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Describe the basic structure and function of a typical human cell. Identify and Describe the five levels of organization in the human body. 	How do all systems of the body depend on each other?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 3 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> Does Exercise affect respiration? Observing the gases that you exhale <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 3</p>	Completed by:
	Comments

Week 34	
Performance Standards	
<i>The students will:</i>	
<p>LS #6: Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> Interactions of Human Systems How Your Body Works 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Discuss how body systems work together to carry out important life functions. Explain how negative feedback mechanisms in the body help maintain homeostasis. Compare negative feedback mechanisms and positive feedback mechanisms in the body. 	What major life function does each human body system perform in order to maintain homeostasis?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 3 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources Video Lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 22</p>	Completed by:
	Comments

Week 35	
Performance Standards	
<i>The students will:</i>	
LS #13: Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Interactions of Life • Living Earth 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Identify places where life is found on Earth. • Define Ecology. • Observe how the environment influences life. 	How do living organisms interact with non-living factors in an ecosystem?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 4 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 3</p>	Completed by:
	Comments

Week 36	
Performance Standards	
<i>The students will:</i>	
LS #13: Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Interactions of Life • Populations 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Identify methods for estimating population sizes. • Explain how competition limits population growth. • List factors that influence changes in population sizes. 	What factors influence populations and communities within an ecosystem?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 4 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources • Video Lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 37	
Performance Standards	
<i>The students will:</i>	
<p>LS #13: Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.</p> <p>LS #16: Recognize that producers (plants that contain chlorophyll) use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • Interactions of Life • Interactions Within Communities 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Describe how organisms obtain energy for life. • Explain how organisms interact. • Recognize that every organism occupies a niche. 	How are producers different from consumers?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 4 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> - Population Growth in Fruit Flies <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 4</p>	Completed by:
	Comments

Week 38	
Performance Standards	
<i>The students will:</i>	
<p>LS #13: Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.</p> <p>PS #5: Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.</p>	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> • The Nonliving Environment • Abiotic Factors 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> • Identify common abiotic factors in most ecosystems. • Explain how climate influences life in an ecosystem. • List the components of air that are needed for life. 	How do the abiotic factors influence the biotic factors in an ecosystem?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> • Glencoe Blue ©2005 Chapter 5 • Foldables • Transparency Activity W.S. • Content Outline W.S. • Enrichment/ Reinforcement W.S. • Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> • Power Point Presentations • On-line Text book • Guided audio Reading Program • Virtual Labs CD-ROM • Interactive Chalkboard CD-ROM • Internet labs and resources • Video Lab
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p>	Completed by:
	Comments

Week 39	
Performance Standards	
<i>The students will:</i>	
LS #14: Explain the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	
LS #15: Explain how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.	
LS #16: Recognize that producers (plants that contain chlorophyll) use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> The Nonliving Environment Energy Flow 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Describe how energy flows through ecosystems. Explain how organisms produce energy rich compounds. Recognize how much energy is available at different levels in a food chain. 	How does the energy from the Sun flow from producer to consumer?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 5 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <ul style="list-style-type: none"> Where does the Mass of a Plant Come From? <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 5</p>	<p>Completed by:</p> <p>Comments</p>

Week 40	
Performance Standards	
<i>The students will:</i>	
LS #17: Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans.	
Describe how changes may be catastrophes such as volcanic eruptions or ice storms.	
Unit/Topic./Lesson	
<ul style="list-style-type: none"> Ecosystems How Ecosystems Change 	
Objectives (Students Will...)	Essential Question
<ul style="list-style-type: none"> Explain how ecosystems change over time. Describe how new communities begin in areas without life. Compare pioneer communities with climax communities. 	How have ecosystems changed and been created by catastrophic events throughout history?
Teacher Resources	Media Resources
<ul style="list-style-type: none"> Glencoe Blue ©2005 Chapter 6 Foldables Transparency Activity W.S. Content Outline W.S. Enrichment/ Reinforcement W.S. Directed Reading (Eng/Span) 	<ul style="list-style-type: none"> Power Point Presentations On-line Text book Guided audio Reading Program Virtual Labs CD-ROM Interactive Chalkboard CD-ROM Internet labs and resources
Assessment Activities	Completion date:
<p>Homework: To be given daily on each introduced topic.</p> <p>Lab/ Lab Report:</p> <p>Quiz: Given at the end of the week on all introduced topics and concepts.</p> <p>TEST: Chapter 6</p>	<p>Completed by:</p> <p>Comments</p>

