




8th Grade Science– Week (3-13-17)

TEACHER: JULIE M.
MUELLER

GRADE: 8

	Monday	Tuesday	Wednesday	Thursday	Friday
OBJECTIVE(S) (WHAT DO I WANT STUDENTS TO KNOW/)	To determine if the issue is global warming or global cooling.	To determine if the issue is global warming or global cooling.	Presentation Day 1- Students will present their Haiku projects for Section 1, Chapter 17. If time permits, we will also present posters. Brochures not to be presented.	SCIENCE FAIR ANNOUNCEMENTS Practicing for Common Core Testing Again	No School – spring break 
INSTRUCTIONAL METHODS (HOW AM I GOING TO INSTRUCT/)	We will watch the video: PBS Global Warming- The Signs & the Science (55:27)	We will finish the PBS Global Warming video and watch the video "The Global Cooling Conspiracy" (5:18)	Students will come to the Smart Board to present. Teacher has placed Haikus in folder at email to speed up the presentation process. Posters are in a folder at Teacher's documents.		

<p>ASSESSMENT</p> <p>HOW WILL I ASSESS LEARNING</p>	<p>Students will have to take a stance after completing this video and one on global cooling. They will write 6-10 COMPLETE SENTENCES taking stance one way or the other on the issue.</p>	<p>Students will now take a stance after completing both videos. They will write 6-10 COMPLETE SENTENCES taking stance one way or the other on the issue.</p> <p>Please use a Google document and share your response with me.</p>	<p>Students assessed per rubric provided at the beginning of the project.</p> <p>This is a share session only. All projects previously graded.</p>		
<p>CLOSURE</p>	<p>Continue with video tomorrow. Will also watch global cooling video tomorrow.</p>	<p>This response is due on Wednesday, 3-15-17.</p>	<p>We will be practicing for the Common Core tests again tomorrow.</p>		