

Name: _____

Math 8/Science Checklist: Q3 W 5-6 February 12th- February 23rd

Big Ideas:

<p align="center">Math:</p> <ul style="list-style-type: none"> ● Slope from graphs ● Slope formula ● Real life slope/rate of change 	<p align="center">Science:</p> <ul style="list-style-type: none"> ● Fossils and index fossils ● Evolution
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Upcoming Dates:

<u>Week 1</u>	<u>Week 2</u>
<input type="checkbox"/> 2/14: Math Study Guide test corrections due <input type="checkbox"/> 2/21: Math Assessment	<input type="checkbox"/> 2/23 Science study guide due <input type="checkbox"/>

Shelfwork: Show All Work. Explore work is to be checked against the control and then marked complete. Complete individually unless noted with a "G"

Lesson	Explore	Expand	Extend
<input type="checkbox"/> Determining slope from graphs HW <input type="checkbox"/> Lesson check in 2/12	<input type="checkbox"/> A Slippery Slope Versatile (G) (___✓, M, 0) <input type="checkbox"/> The slope of four types of lines (G) (___✓, M, 0)	<input type="checkbox"/> Practice 11-4: Understanding slope (___%)	<input type="checkbox"/> Create AND teach a green product card (use Extend rubric (___%)) OR <input type="checkbox"/> Water balloon warm-up and Tying it all together (___%)
Monday's work plan: (Add missing works from last checklist)		Tuesday's work plan:	
Time Estimate:		Time Estimate:	
<input type="checkbox"/> Fossils HW <input type="checkbox"/> Lesson Check-In 2/13	<input type="checkbox"/> Dating the Earth-Stations with Summary and sketch (G) (___✓, M, 0)	<input type="checkbox"/> Index Fossils Lab (G) (___%)	<input type="checkbox"/> The Cliff Dwellers: Sequencing Fossils in Time (G) (___%)
Wednesday's work plan:		Thursday's work plan:	
Time Estimate:		Time Estimate:	
<input type="checkbox"/> The Slope Formula HW <input type="checkbox"/> Check-in 2/14	<input type="checkbox"/> What do you call a duck that steals?(G) (___✓, M, 0) <input type="checkbox"/> What might you have if you don't feel well? (G) (___✓, M, 0)	<input type="checkbox"/> Finding the slope from two points(___%)	<input type="checkbox"/> Create AND teach a green product card (use Extend rubric (___%)) OR <input type="checkbox"/> Apply pg. 187-188 (___%)
Friday's work plan:		Monday's work plan:	
Time Estimate:		Time Estimate:	

<input type="checkbox"/> Evolution HW <input type="checkbox"/> Lesson Check-In 2/15	<input type="checkbox"/> A Trip Through Geologic Time (___✓,M,0) <input type="checkbox"/> Evolution Versatile (___✓,M,0)	<input type="checkbox"/> Science Study Guide (___%) AND <input type="checkbox"/> Peppered Moth Online Lab (___%)	<input type="checkbox"/> Ask a Rock or Ask an Ice Core: Connecting Geologic Evolution and Climate Change (___%)
Tuesday's work plan: Time Estimate:		Wednesday's work plan: Time Estimate:	
<input type="checkbox"/> Real life slope part 1 and part 2 HW <input type="checkbox"/> Check-in 2/19	<input type="checkbox"/> Slope and rate wizard candies (G) (___✓, M, 0) <input type="checkbox"/> Word problems involving rate of change (G) (___✓, M, 0)	<input type="checkbox"/> Purple book pg. 185-186 (___%)	<input type="checkbox"/> Create AND teach a green product card (use Extend rubric (___%)) OR <input type="checkbox"/> Apply pg. 187-188 (___%)
Thursday's work plan: Time Estimate:		Friday's work plan: Time Estimate:	
<input type="checkbox"/> Re-loop: Periodic Table HW 2/20	<input type="checkbox"/> Chemistry Re-Loop with Stump the Test! (___✓, M, 0)		

Homework: (All assignments are to be done independently and are due the next day unless noted):

- Monday 2/12: **Fossils Powerpoint** on EdPuzzle with guided notes
- Tuesday 2/13: **The slope formula** with guided notes on EdPuzzle
- Wednesday 2/14: **Evolution** video with graphic organizer on EdPuzzle
- Thursday 2/15: **Real life slope part 1 and part 2** video on EdPuzzle with guided notes
- Friday 2/02: Review and organize binder and complete missing work as needed
- Monday 2/05: **Periodic Table Review** with guided notes on EdPuzzle
- Tuesday 2/20: Review Test Taking strategies and Study for the Math test
- Wednesday 2/21: Complete missing assignments and **Begin test corrections** for check in on Monday.
- Thursday 2/22: **Finish Science Study Guide** for check in on Monday.
- Friday 2/23: Review and organize binder (Math and Science) and/or complete missing assignments

Lesson Requests:

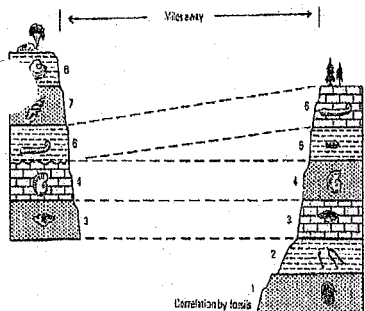
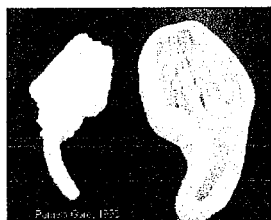
Notes and formulas:

Name: _____

Community: _____

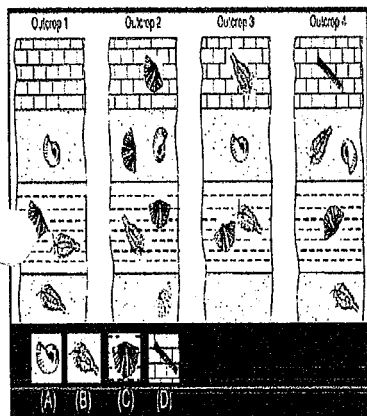
Fossils Guided Notes

Cues:



Run this by me again.
How do we use dead
bodies to date rocks?

Simple. Different
organisms have been
abundant at different
points in earth's history.



Fossils:

- Fossils: Remains or traces of an organism that lived in the past and are found in _____ rock.
- Fossils provide important evidence of how life and environmental conditions have changed.
- Many thousands of layer of sedimentary rock provide evidence for the long history of changing life forms whose remains are found in rocks.
- More recently _____ sedimentary rock is more likely to contain fossils resembling existing species.

Fossil Record:

The collection of fossils and their placement in chronological order (either through relative dating with order of layer formation or with radioactive dating) is known as the fossil

- There are specific conditions necessary for fossil preservation (quick _____ and hard parts), so not all organisms are in the fossil record.
- Comparisons of living organisms today with fossils allow us to reconstruct _____ history.
- Fossils give clues about each of the following:
 1. Diversity of _____ things over the history of Earth.
 2. Past _____ and surface changes on Earth.
 3. Changes that have occurred with organisms over time.

Types of Fossils:

1. **Molds:** form when sediments bury an organism and the sediments change into rock.
 - a. The organism then _____ leaving a cavity in the shape of the organism.
2. **Cast:** form when a mold is filled with _____ or mud that hardens into the shape of the organism.
3. **Petrified:** Also called "permineralized" and form when _____ soak into the buried remains, replacing the remains and changing them into rock.
4. **Preserved:** form when entire organisms or parts of organisms are prevented from decaying by being trapped in _____, ice, tar or _____.
5. **Carbonized:** form when organisms or parts, like _____, flowers or fish are pressed between layers of soft mud or clay that hardens squeezing almost all of the decaying organism away, leaving the carbon _____ in the rock.
6. **Trace:** form when the mud of sand hardens to stone where a footprint, _____ or burrow of an organism was left behind.

Index Fossils:

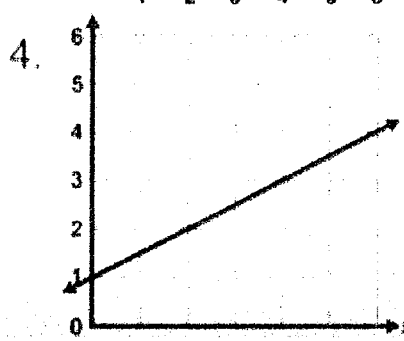
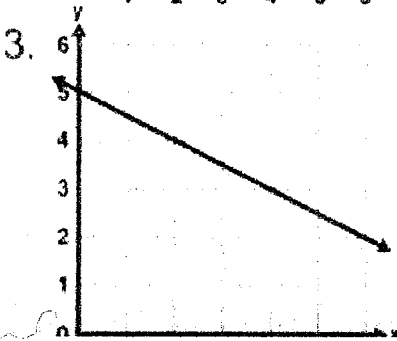
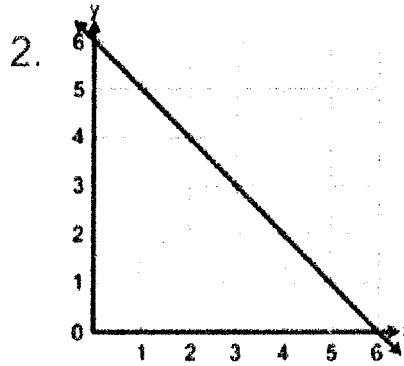
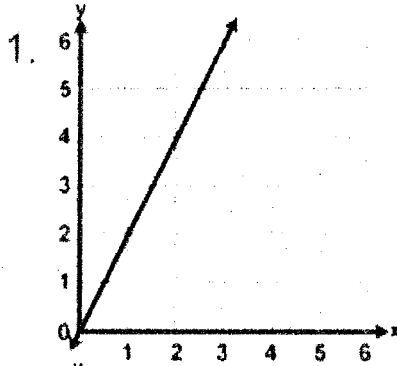
- Certain fossils, called "index fossils" can be used to help find the _____ ages of rock layers.
- To be an index fossil an organism must have the following:
 1. Lived only during a _____ part of Earth's history.
 2. Many fossils of the organisms must be found in rock layers.
 3. The fossil also must be found over a _____ area of Earth.
 4. The organism must be unique.
- The shorter the time period it lived, the better an index it is.
- A key example is a trilobite (a group of hard-shelled animals whose body had three sections and lived in shallow waters and became extinct 245 million years ago).
- If a trilobite is found in a rock layer, it can be compared with trilobites from other layers to estimate the age of the layer in which it formed.

Which fossil in the diagram to the right would make the best index fossil and why?

Name: _____

Math 8: The slope form HW guided notes

Review: Match the slope of the following



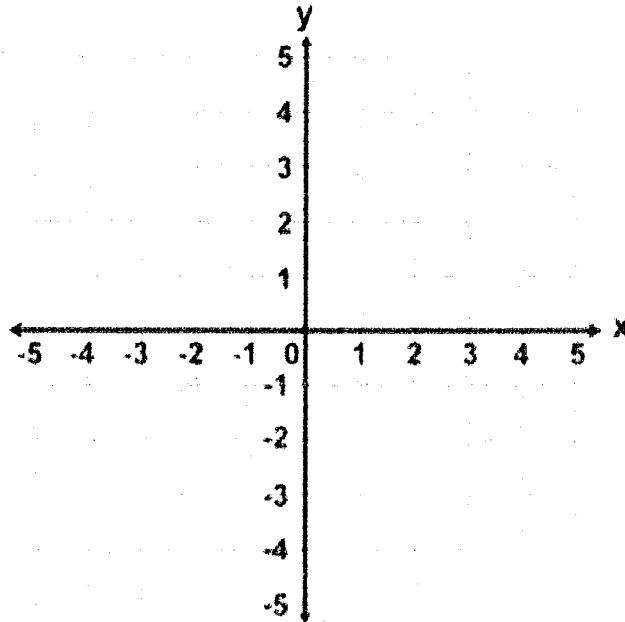
-1

$\frac{1}{2}$

$-\frac{1}{2}$

2

5. Find the slope of the line that passes through (-3,-4) and (-2,4)



Slope formula:

$$m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{\Delta y}{\Delta x}$$

5. Find the slope of the line that passes through (-3,-4) and (-2,4) using the slope formula.

6. Find the slope of the line that passes through (5,1) and (2,3) using the slope formula.

7. Find the slope of the line that passes through (1,-5) and (7,1) using the slope formula.

8. Find the slope of the line that passes through (-10,-9) and (-1,18) using the slope formula.

You try!

9. Find the slope of the line that passes through (2,-13) and (12,-2) using the slope formula.

10. Find the slope of the line that passes through (3,12) and (9,4) using the slope formula.

Evolution

What it is:

Biological Classification

Levels:

Evidence

1.

2.

1.

Natural Selection

2.

4.

Changes in Env. Conditions:

3.

Darwin info:

1.

Name: _____

8th math: Real life slope Part 1

Let's Review:

Slope =

Slope also means

Rate is

In a table

x	y
0	4
1	7
2	10

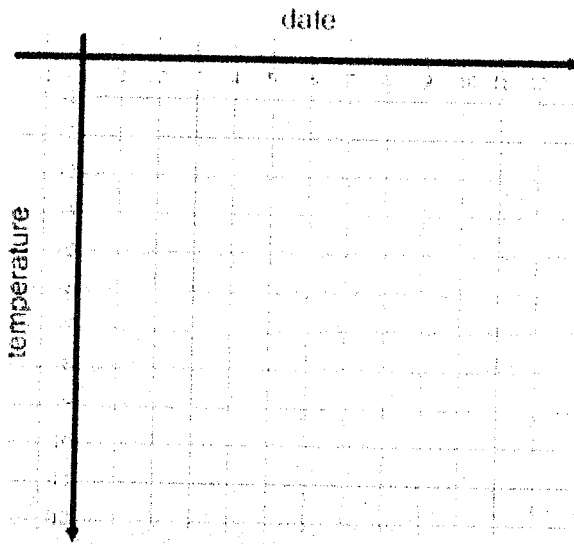
Wacky Weather: Table

What is the rate of change?

date (x)	temp (y)

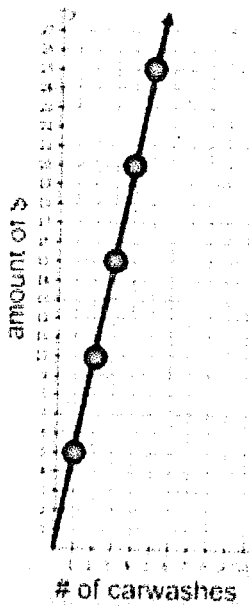
Wacky weather: Graph

What is the rate of change?



Coco's Carwash:

Based on this graph, what is the rate she charges per carwash?



Math 8 Real Life Slope Part 2

Tommy's Texting

What is the rate his cell phone company charges for texts?

Number of Texts (x)	Cost (y)
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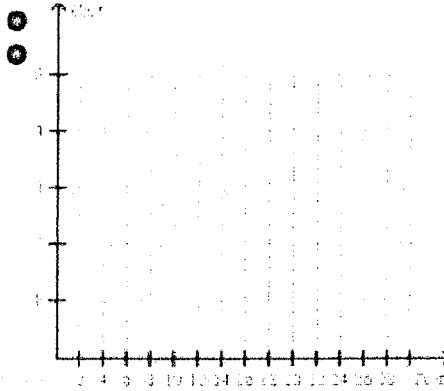
10

\$1

30

\$3

$$\frac{\text{rise}}{\text{run}} = \frac{\quad}{\quad}$$



You Try!

What is her pay rate?

Hours (x)	Pay (y)
2	16
3	24

$$\frac{\text{rise}}{\text{run}} = \frac{\quad}{\quad}$$

