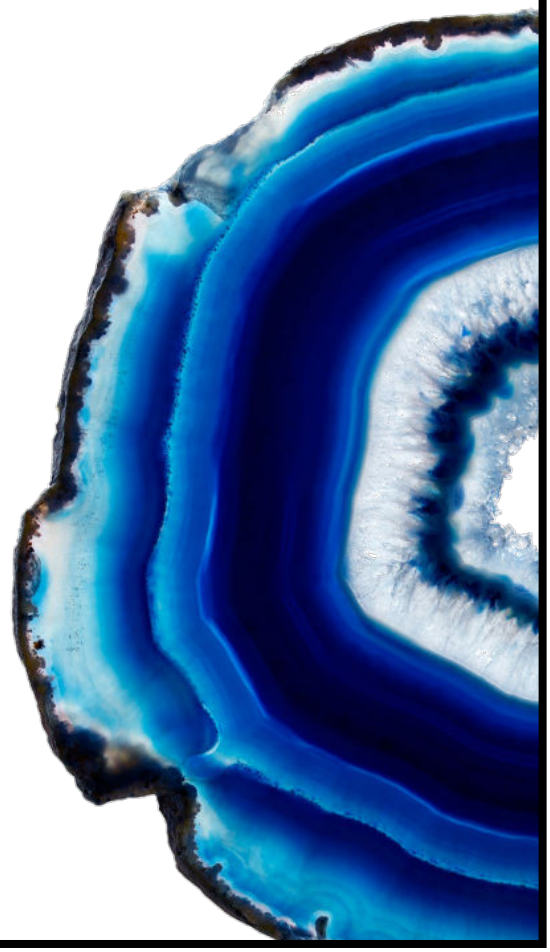
EARTH SCIENCE CURRICULUM

NGS Magnified is a 6-8 grade curriculum based on the 5E Model. It focuses on hands-on investigations, phenomena-based learning, and interactive activities allowing students to use science inquiry skills.

Highlights Include:

- Aligned to Middle School NGSS
- Digital & Print Interactive Notebooks
- Teacher-led Demos
- Guided Inquiry Labs
- Instructional Videos & PowerPoints
- Science Stations
- Task Cards
- Study Guides
- Word Walls in English and Spanish
- Much more!



5E MODEL

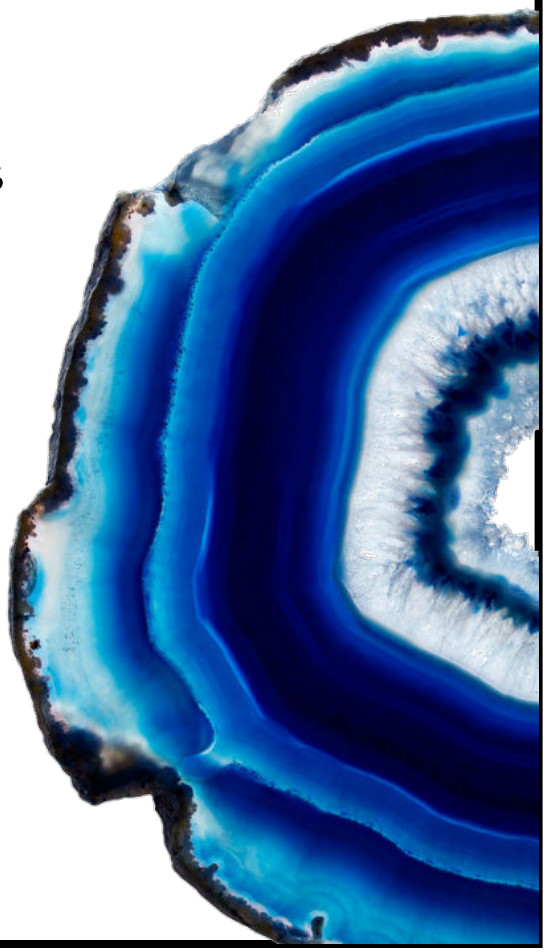
Engage
- Demos
- Phenomena videos

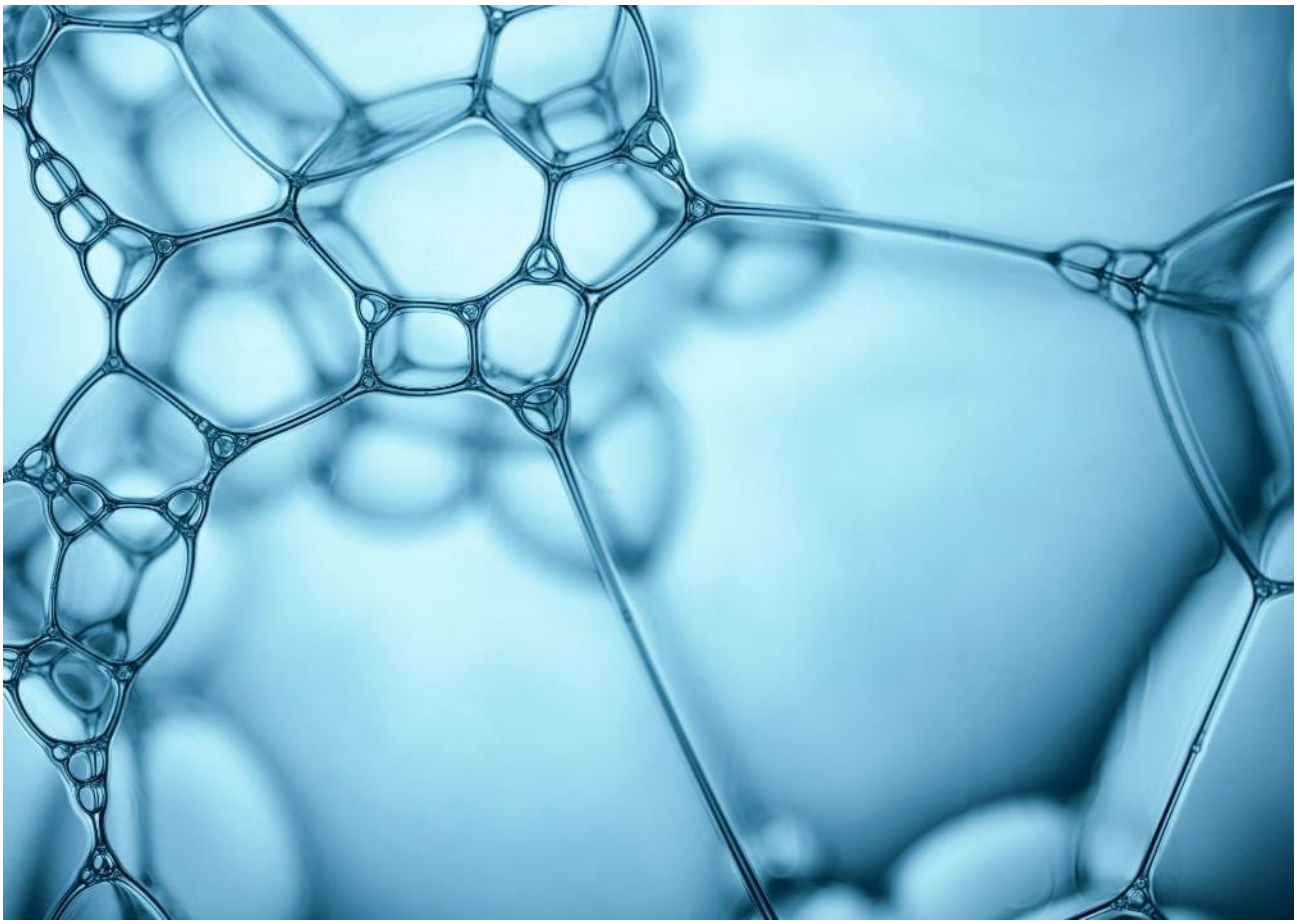
Explain
- Notes
- PowerPoints
- Instructional Videos

Explore
- Guided Inquiry Labs
- Science Interactive Notebooks

Elaboration
- Science Stations
- Study Guides
- Task Cards

Evaluation
- Mini-Quiz
- Chapter Tests



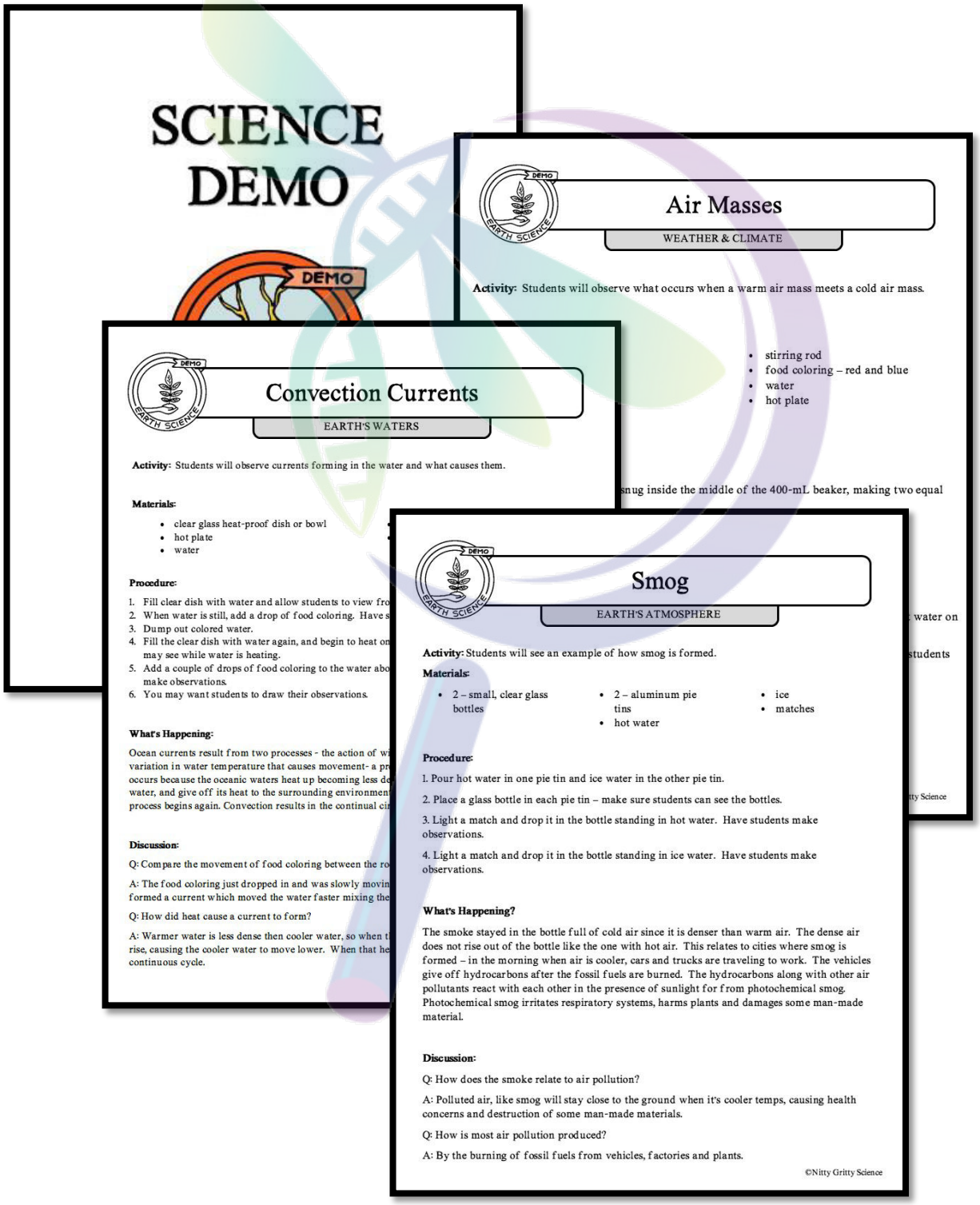


ENGAGE

Teacher-led demos foster wonder and classroom discussion and serve as the hook for the lesson. Videos and images of natural phenomena also foster questioning and communication.

DEMOS

The teacher-led demonstration allows teachers to invite scientific discussions and can help uncover misconceptions and, most importantly, lead to heightened curiosity and interest in the studied topic.



NGSS PHENOMENA

Aligned to Middle School NGSS Standards. Each video or image also has teacher notes which offer discussion questions and answers. (see next slide)

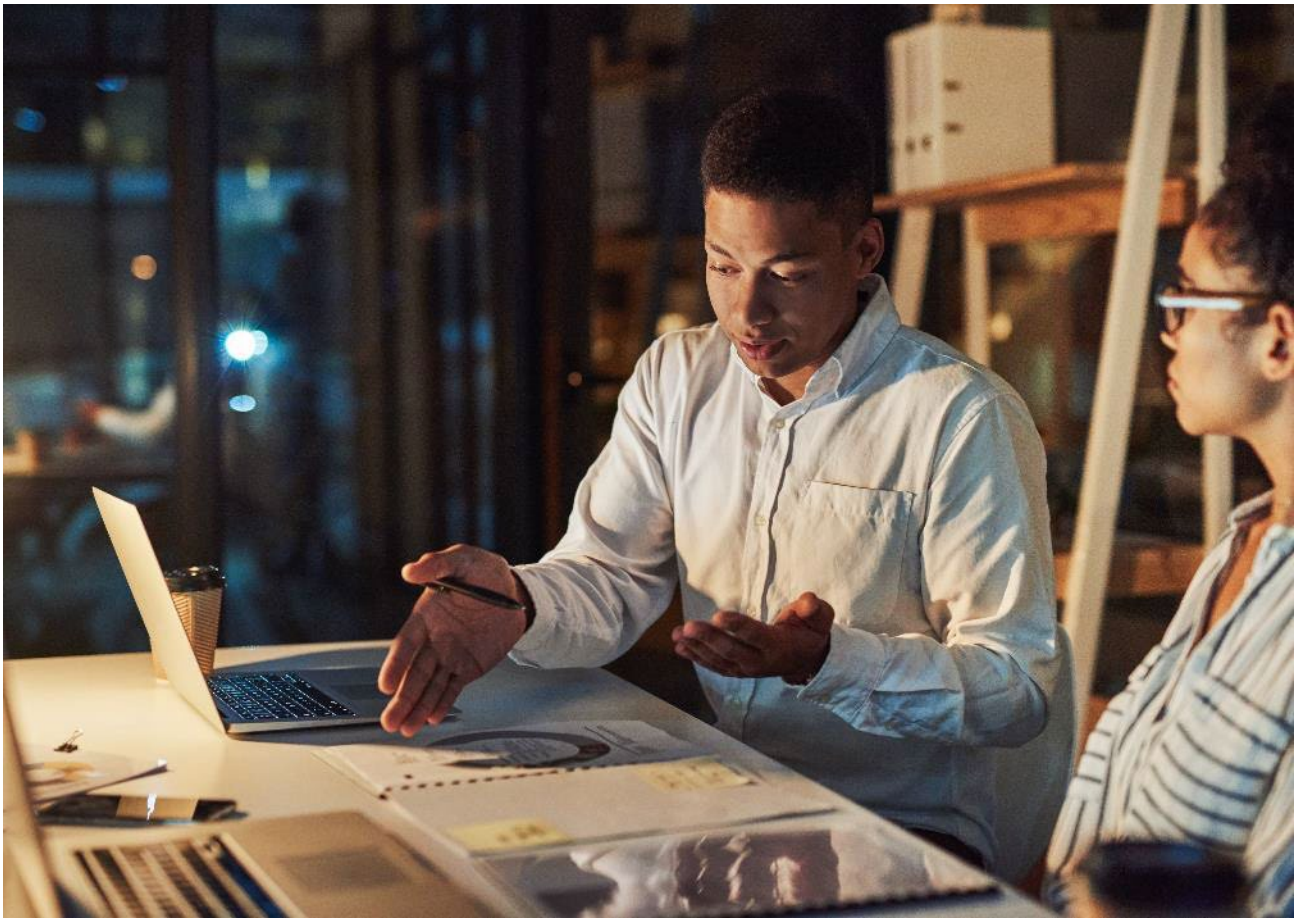
	MS-ESS2 Earth's Systems				
Phenomena	MS-ESS2-1	MS-ESS2-2	MS-ESS2-3	MS-ESS2-4	MS-ESS2-5
Grand Canyon		X			
Landslide		X			
Silfra Fissure			X		
Towing a glacier				X	X
Coriolis Effect					
Why does the wind blow					X
Bottom of the clouds					X
Cappadocia	X				

Option 1: Can you explain why the stars appear to move in the night sky?

The stars appear to move in the night sky because of Earth's rotation.

Option 2: Why do the stars appear to move in a circular motion?

Because of the Earth's rotation on its axis they appear to move in a circular motion.



EXPLAIN

PowerPoints, instructional videos, and guided notes (input side of interactive notebooks) provide definitions, explanations, and information through mini-lecture, text, internet, and other resources and encourages students to explain concepts and definitions in their own words

TABLE OF CONTENTS

Table of contents included for both NGSS and TEKS and aligned with updated standards

TEKS — **EARTH SCIENCE**

TABLE OF CONTENTS

NGS Magnified Interactive Notebook Chapters:	TEKS Standards Addressed
Chapter 1: Nature of Science	
• Section 1: The Method of Science	6.1, 7.1, 8.1 H
• Section 2: Standards of Measurement	6.1, 7.1, 8.1 E
• Section 3: Graphing	6.1, 7.1, 8.1 F
Chapter 2: Intro to Earth Science	
• Section 1: The Study of Earth Science	6.10A
• Section 2: Lab Safety	6.1, 7.1, 8.1 C – 6.1, 7.1, 8.1D
• Section 3: Methods of Science	6.1, 7.1, 8.1E, 6.1, 7.1, 8.1 H
Chapter 3: Mapping Earth's Surface	
• Section 1: Mapping Earth's Surface	
• Section 2: Models of Earth	
• Section 3: Maps & Computers	
Chapter 4: Rocks & Minerals	
• Section 1: Properties of Minerals	
• Section 2: Mineral Formation & Resources	
• Section 3: Classifying Rocks	
• Section 4: Rock Groups	
Chapter 5: Plate Tectonics	
• Section 1: Earth's Interior	
• Section 2: Convection & The Mantle	
• Section 3: Continental Drift & Seafloor Spreadin	
• Section 4: Theory of Plate Tectonics	

NGSS — **EARTH SCIENCE**

TABLE OF CONTENTS – Earth Science

NGS Magnified Interactive Notebook Chapters:	NGSS Standards Addressed
Chapter 6: Forces that Shape Earth	
• Section 1: Forces that Shape Earth	ESS2-2, ESS3-3
• Section 2: Earthquakes	ESS2-2, ESS3-3
• Section 3: Volcanoes	ESS2-2, ESS3-3
• Section 4: Volcanic landforms	ESS2-2
Chapter 7: Earth's Changing Surface	
• Section 1: Weathering	ESS2-1
• Section 2: Soil Formation	ESS2-1
• Section 3: Erosion & Deposition: Wind & Water	ESS2-2
• Section 4: Erosion & Deposition: Glaciers	ESS2-2
Chapter 8: Earth's History	
• Section 1: Fossils	ESS1-4, ESS2-3
• Section 2: Determining Ages of Rocks	ESS1-4, ESS2-3
• Section 3: Geological Time Scale	ESS1-4
• Section 4: Earth's Eras	ESS1-4
Chapter 9: Earth's Waters	
• Section 1: Earth - The Water Planet	ESS2-4
• Section 2: Fresh Water	ESS2-2
• Section 3: Characteristics & Compositions of Oceans	ESS2-6
• Section 4: Ocean Waves & Tides	ESS2-4
• Section 5: Ocean Currents & Climates	ESS2-6

Print the student pages you need, and then the activities are completed in their notebook.

Section 1: Earth's Interior

Earth's Layers

Directions: Color the Earth diagram below then cut out, including making a cut on the inner solid line. Fold along dotted line to reveal the "window" to showcase the Earth's layers.

Description:

Students will create a flap-b and describe each of Earth allow students to label conti and a mini-quiz are included.

Section 3: Continental Drift and Sea-floor Spreading

Description:

Students will build a mod spreading along with labe features associated with that the model can fold eractive ep-by-st help the

Teacher Guide (color)

SEA-FLOOR SPREADING

PULL PULL

cool ocean floor

young ocean floor

magnetic stripes

GRAPHIC ORGANIZER: CONVECTION CURRENTS

Mantle

700 km

A

B

C

D

CAUSE

Section 4: The Theory of Plate Tectonics

Description:

Students will understand the different pla complete this informational chart. Studen describe each boundary in their own word cut out diagrams of different boundaries examples, and paste them in the appropria

For this concept, I've included the diagram color and gray-scale for your convenienc has also been provided along with a mini-q

Nitty Gritty Science © 201

Answer Key

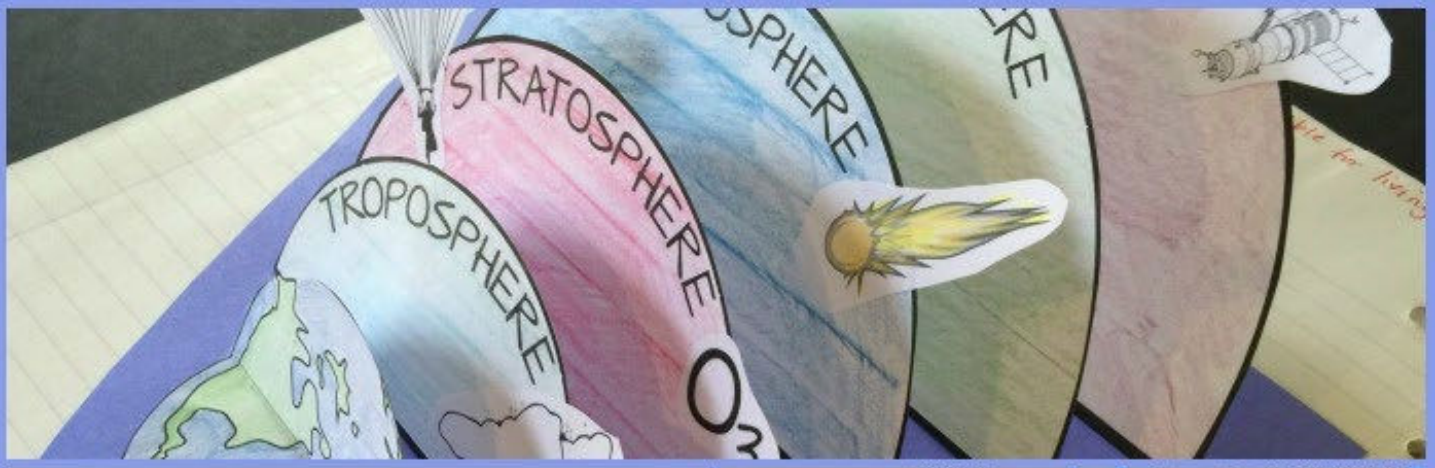
Interactions of Earth's Plates

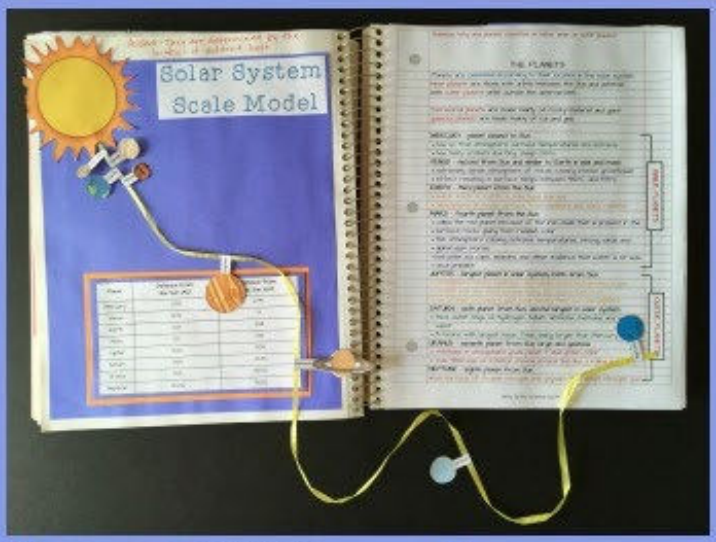
EARTH'S PLATE BOUNDARIES

PLATE BOUNDARY	MOVEMENT OF PLATES	EXAMPLES
Transform Boundary Place where two plates slip past each other moving in opposite directions.		
Divergent Boundary Two plates move apart, or diverge, usually occur at a mid-ocean ridge.		
Convergent Boundary (ocean-to-continent) Place where a continental plate collides with an oceanic plate, the denser plate will subduct.		
Convergent Boundary (continent-to-continent) Two continental plates collide creating mountain ranges since plates have same density.		

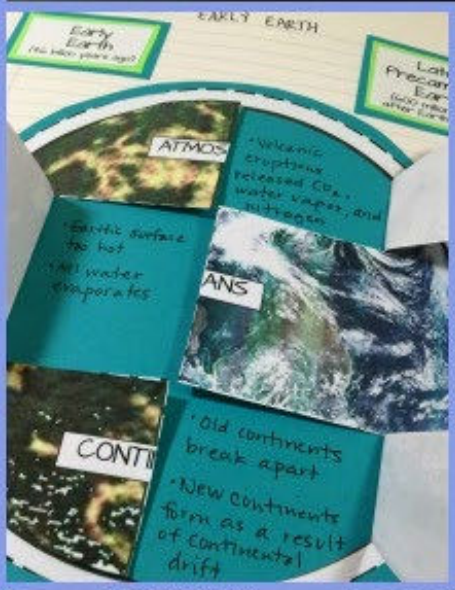
Nitty Gritty Science © 2014

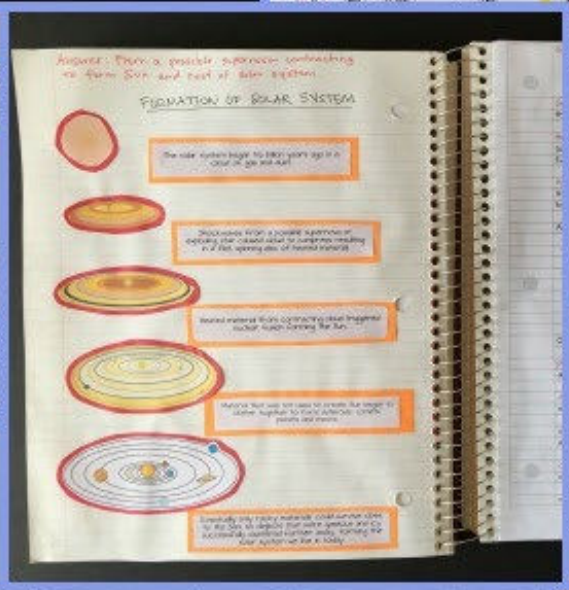
22


STRATOSPHERE
TROPOSPHERE


Solar System
Scale Model


burrowing and
searching for
food


EARLY EARTH
Early Earth
ATMOS
• Volcanic eruptions released CO2, water vapor, and nitrogen
• Earth's surface is hot
• All water evaporates
ANS
CONTI
• Old continents break apart
• New continents form as a result of continental drift


FORMATION OF SOLAR SYSTEM


Plant growth
Acid rain


Devonian
Silurian
Age of Fishes
438
505
544
67
39
Precambrian 544 million - 4.6 billion years ago

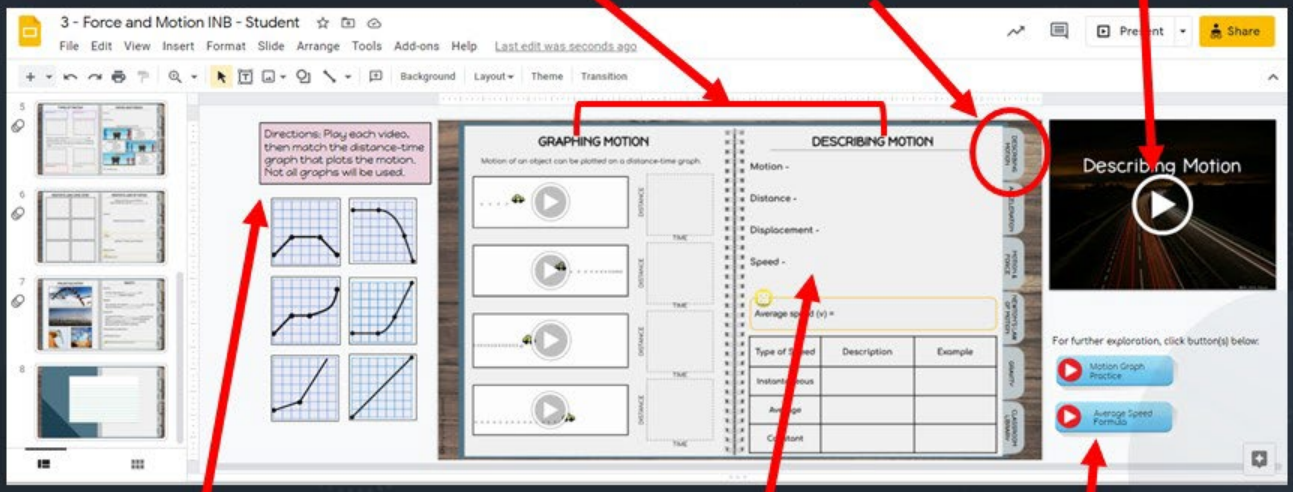
Student Digital Notebook

The student notebook is on Google Drive and ready for you to share with your students. Here's a quick overview of the features:

Set up like a traditional interactive notebook with input and output sides.

Hyperlinked tabs so student can easily move through chapter for review

Students watch video < 6 min to complete notes.



Encouraging independent learners. Directions for output side are here along with what they need to complete the activity.

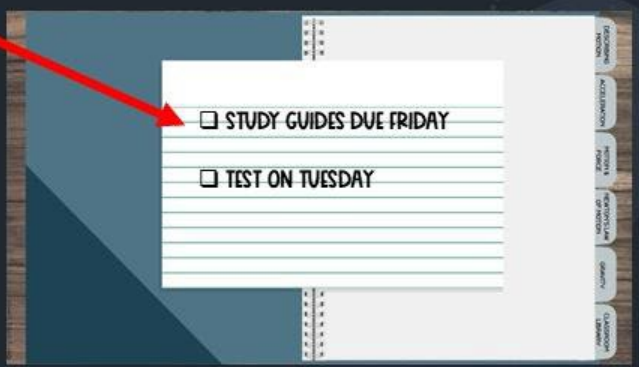
Notes are chunked into manageable sections with large spaces for textboxes

Some pages have links so students can go deeper into the topic if they need.

1. Add text or picture
2. Right click and choose "link"

3. Choose "slides in this presentation"

4. Choose last slide, and now when student click, they will get your message.



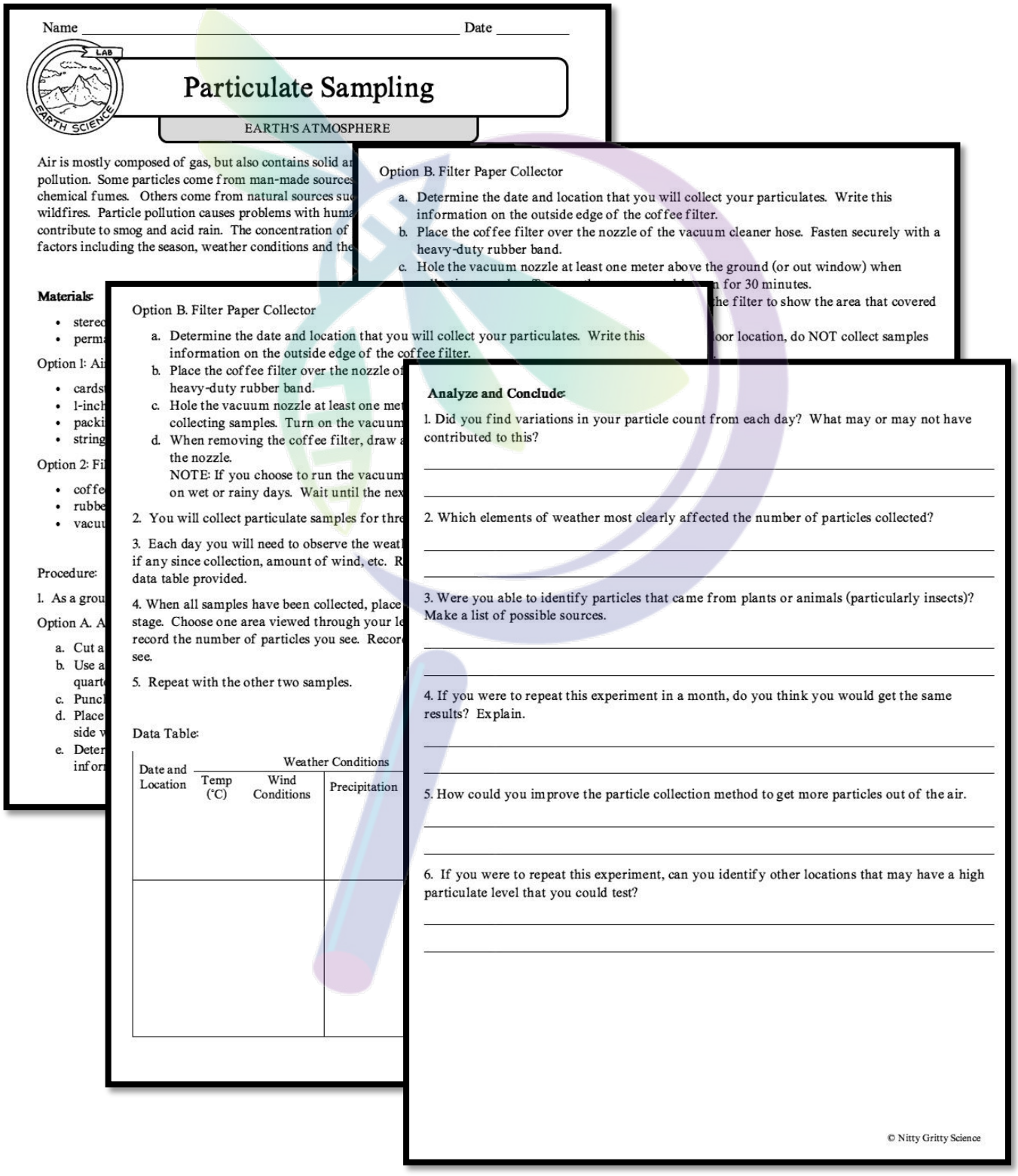
Go to the last slide of presentation and add due dates, important reminders, or even a fun cartoon or picture! If you don't want to use this feature, then just delete/hide this slide.

EXPLORE

Students investigate problems, events, or situations. As a result of their mental and physical involvement in these activities, students question events, observe patterns, identify and test variables, and communicate results.

LAB

A Guided Inquiry Lab is a traditional lab that allows students to perform an investigation to solve a problem. Students will hypothesize, collect, and analyze data and communicate their results.



Name _____ Date _____

Particulate Sampling

EARTH'S ATMOSPHERE

Air is mostly composed of gas, but also contains solid ar
pollution. Some particles come from man-made source
chemical fumes. Others come from natural sources suc
wildfires. Particle pollution causes problems with huma
contribute to smog and acid rain. The concentration of
factors including the season, weather conditions and the

Materials:

- stereo
- perma

Option 1: Ai

- cards
- 1-inch
- packi
- string

Option 2: Fi

- coffe
- rubbe
- vacuu

Procedure:

1. As a grou

Option A. A

a. Cut a
b. Use a quart
c. Punch
d. Place side w
e. Deter infor

Option B. Filter Paper Collector

a. Determine the date and location that you will collect your particulates. Write this information on the outside edge of the coffee filter.
b. Place the coffee filter over the nozzle of the vacuum cleaner hose. Fasten securely with a heavy-duty rubber band.
c. Hole the vacuum nozzle at least one meter above the ground (or out window) when n for 30 minutes.
he filter to show the area that covered

oor location, do NOT collect samples

Option B. Filter Paper Collector

a. Determine the date and location that you will collect your particulates. Write this information on the outside edge of the coffee filter.
b. Place the coffee filter over the nozzle of heavy-duty rubber band.
c. Hole the vacuum nozzle at least one met collecting samples. Turn on the vacuum
d. When removing the coffee filter, draw a the nozzle.
NOTE: If you choose to run the vacuum on wet or rainy days. Wait until the nex

2. You will collect particulate samples for thre

3. Each day you will need to observe the weat if any since collection, amount of wind, etc. R data table provided.

4. When all samples have been collected, place stage. Choose one area viewed through your le record the number of particles you see. Recor see.

5. Repeat with the other two samples.

Data Table:

Date and Location	Weather Conditions		
	Temp (°C)	Wind Conditions	Precipitation

Analyze and Conclude:

1. Did you find variations in your particle count from each day? What may or may not have contributed to this?

2. Which elements of weather most clearly affected the number of particles collected?

3. Were you able to identify particles that came from plants or animals (particularly insects)? Make a list of possible sources.

4. If you were to repeat this experiment in a month, do you think you would get the same results? Explain.

5. How could you improve the particle collection method to get more particles out of the air.

6. If you were to repeat this experiment, can you identify other locations that may have a high particulate level that you could test?

EARTH SCIENCE SUPPLY LIST

Nature of Science

Lab Supplies	Consumables
Ice cube String Water Eye dropper Masking tape Metric ruler 4-250mL graduated cylinder 4-Test tubes 25mL graduated cylinder 10mL graduated cylinder Colored pencils Metric stick	Salt Baking soda Vinegar Paper Index cards Cabbage juice Food coloring Colored syrup Miscellaneous objects

Intro to Lab Skills

Lab Supplies	Consumables
Test tubes Eye dropper 250 mL beakers 23 mL graduated cylinders 10 mL graduated cylinders Metric ruler Meter stick	Ice cubes Salt Cabbage juice Vinegar Baking soda Tape Colored pencils String Food coloring Karo syrup Index cards Markers

EARTH SCIENCE SUPPLY LIST

Rocks & Minerals

Lab Supplies	Consumables
Rock characteristics chart 7 samples of rocks Permanent marker Dissecting microscope 100 mL graduated cylinder Mineral samples Hand lens Hot water Hot plate Balance Calculator	Starburst candy Wax paper 3 toothpaste samples Hard-boiled egg Plastic spoons Small seashells Cement Plaster Soil Sand Iron Knife Leaves Toothbrush Plastic cups Small gravel

Astronomy and Space Science

Lab Supplies	Consumables
Meter stick Rubber bands Thermometers Safety goggles Paper towels Weights/rocks Ruler Tape Marker Scissors Stopwatch Ice	Sidewalk chalk Bubble wrap Poster paper Cotton balls Aluminum cake pan Plastic baggies Soda cans Straws String Quarter Newspaper Styrofoam peanuts Raw egg Popsicle sticks Cardboard Dixie cups Toothpicks Ball and string model with handle

EARTH SCIENCE SUPPLY LIST

Plate Tectonics

Lab Supplies	Consumables
Hot pad Hot plate Marker Scissors Stopwatch 10 mL beaker 1000 mL beaker Rubber bands Colored pencils Paper discs from paper punch	Playdough Paper plate Plastic wrap Food coloring Cookie cutters Tools to shape playdough Pins Candle Stamps Spatula Rolling pin

Forces that Shape Earth

Lab Supplies	Consumables
Large beakers Trap Colored pencils Glue	Modeling clay/playdough Facial tissue Craft plaster cloth Plastic water/soda bottles Red food coloring Large boulder or bowling ball Decorative figures/twigs/rocks String/yarn Dish soap Vinegar Baking soda Paint Newspaper Cardboard Zip top baggie Toothpicks Construction paper Popsicle sticks Small toys/figurines Plastic knife

EARTH SCIENCE SUPPLY LIST

Earth's Changing Surface

Lab Supplies	Consumables
Ruler/metric Measuring cup Eye dropper Stereomicroscope (hand lens) Forceps Stopwatch Petri dishes	Local soil Plastic spoon Bagged topsoil 3 different samples of sand Liquid detergent Plastic jar with lid

Earth's History

Lab Supplies	Consumables
Actual fossils or photos Non-fossils (rocks, shells, bones) Magnifying glass Colored pencils Eye dropper Plastic bowl Ruler Paper Beaker Water	Index cards Small milk cartons Sediment variety Bird seed mix Wooden skewer Footprint stamps Straws Playdough Spoons Sugar cubes Ink pad

Mapping Earth's Surface

Lab Supplies	Consumables
Plastic meter ruler Different maps (conic, Mercator, etc.) Permanent maker Dry-erase markers Water Beaker Tape Globe Ruler Paper Picture Colored pencils	Foil pan with clear lid Food coloring Modeling clay

EARTH SCIENCE SUPPLY LIST

Earth's Atmosphere

Lab Supplies	Consumables
Ice Matches Rubber bands Clamp light Ring stand Stopwatch Thermometers Colored pencils Glue Tape 2 small, clear bottles Hot water Stereomicroscope Permanent marker 1-inch hole punch Triple beam balance Wide mouth jar 2 large cups Stapler	Cardboard Cardstock Packing tape String Sand Plastic cups Push pins Straws Clay Water bottles Coffee filters Vacuum cleaner Balloon Plastic baggie Small paper cups Car 2 aluminum pie tins Dowels rods Disposable chopsticks

Weather and Climate

Lab Supplies	Consumables
400 mL beaker Stirring rod Hot plate Thermometer Graduated cylinder Scissors Ice Water Tape Ruler String Variable speed fan Matches Globe Glue Flashlight	Toilet paper tubes Food coloring Plastic bottles with caps (2L & smaller) Plastic toy figurine Construction paper Popsicles sticks Paper cup Foil Straws Clay Toothpicks Cardboard

EARTH SCIENCE SUPPLY LIST

Natural Resources

Lab Supplies	Consumables
25 mL test tubes Test tube holder Test tube rack Graduated cylinder Microscope slides Thermometer Colored pencils 250 mL beaker Eye dropper pH paper Ring stand Hot plate Coverslips Stopwatch Clamp light Microscope Ruler Tape Marker Fan Stoppers Pipette Water String	Liquid dish soap 4 water sources (tap, local, stream, bottled spring, mineral) 4 water pond samples Black & white container with lid Disposable pie tin Pieces of scrap material Sponge pieces Clay Oil Toothpicks Cotton balls Cardboard Newspaper Pipe cleaner Gravel

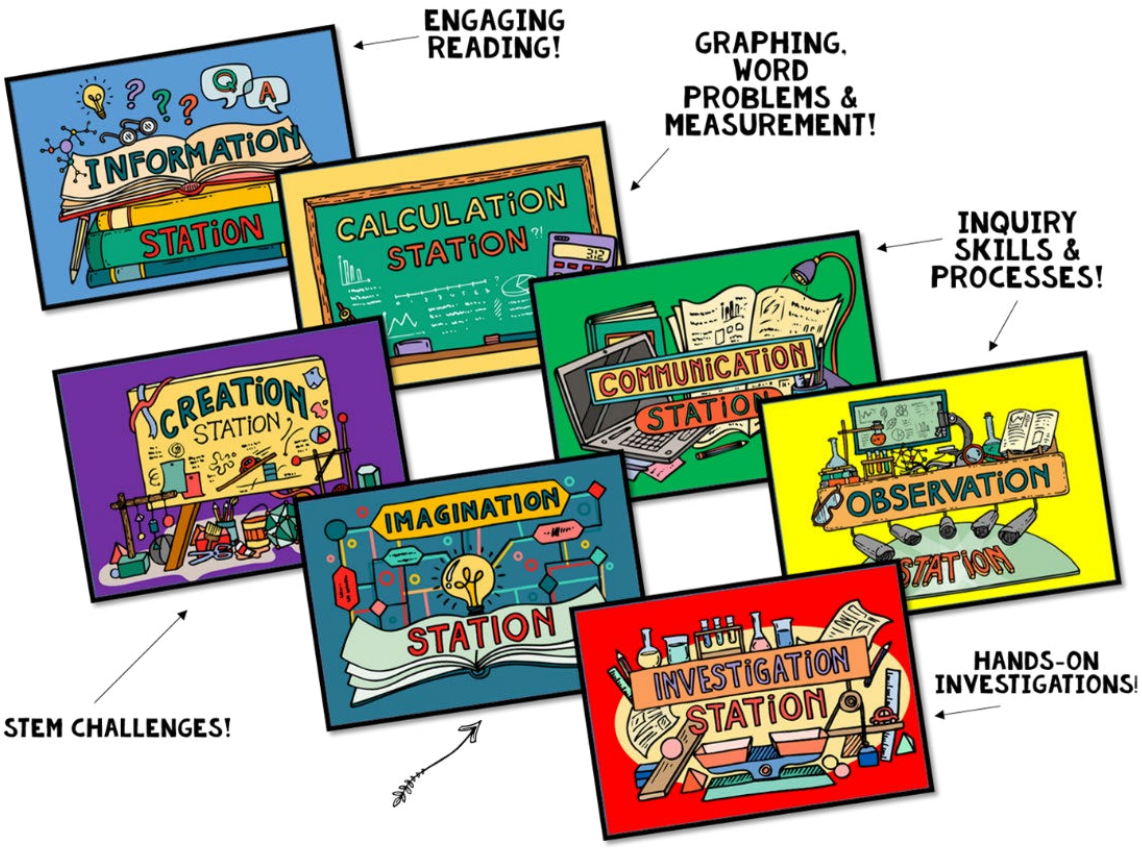
ELABORATE

It is important to involve students in further experiences that apply, extend, or elaborate the concepts, processes, or skills they are learning. Elaborate activities provide time for students to apply their understanding of concepts and skills. They might apply their understanding to similar phenomena or problems.

SCIENCE STATIONS

SCIENCE STATIONS are designated classroom locations with activities that challenge students to extend their knowledge and elaborate on their science skills by working independently of the teacher in small groups or pairs. The stations included are:

- INFORMATION STATION
- OBSERVATION STATION
- CALCULATION STATION
- INVESTIGATION STATION
- COMMUNICATION STATION
- CREATION STATION
- IMAGINATION STATION



INFORMATION STATION

The Phenomena of Big Crack

One of the most remarkable places to visit on this Earth is not on land, but under water in Iceland's Silfra fissure where a person can dive between and actually touch North America and Europe at the same time!

Located in Thingvellir National Park in Iceland, Silfra i… rift, or the divergent tectonic boundary between the Eurasian… American plates. Because Earth's crust is a giant jigsaw of te… continuously moving at a rate of a few centimeters per year, … formed by the constant force pulling on those … plates.

Since Silfra is located in a national park, … divers can only enter the water using diving … a tour through the … xample of a tour … down through … st section of Silfra. … s have the … e taken touching …

… he fissure which … all which has other … stem. The caves … by very few people because … Hall, divers swim about 200 m… eters long and has a depth of … able to see from one end to th… . Divers move on to Silfra La… final destination of the tour.

… taken this plun… st continental p… the world. Ove… will change the… omena.

A

Is Silfra located on a divergent or convergent boundary? Give evidence.

B

List the four main parts of Silfra.

C

What is the phenomena of Big Crack?

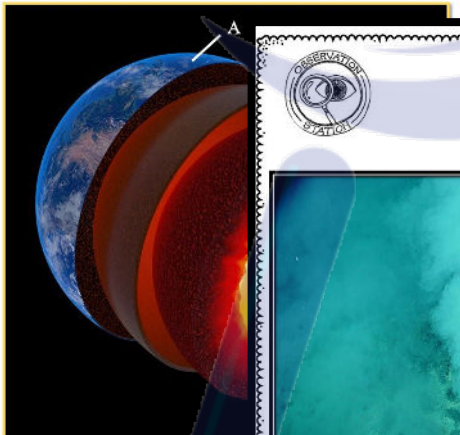
D

Would you take a diving tour of Silfra? Why or why not.

OBSERVATION STATION

Group membe… this station tha… Using what th… skills to compl… provided pictu…

A



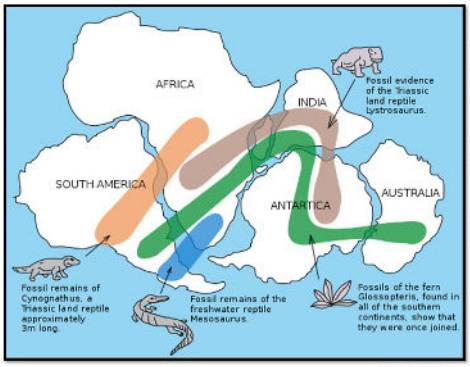
1. Use the diagram to help put the layers … crust, lower mantle, inner core, upper …
2. Which layer consists of the lithosphere…

B

The picture shows a hydrothermal vent on… water.

1. How is the water that is coming from t…
2. What are features on land that you cou… Explain.

C



1. What evidence in the illustration above helps explain the theory of continental drift?
2. Since the breakup of Pangea, it took the continents about 225 million years to drift to their present locations. What information would you need to know in order to predict where the continents will be in 25 million years?

INVESTIGATI STATION

Gr
thr
pr

CALCULATION STATION

Group members use their math skills
challenge. Skills may include graphin
models, measurement, and calculating

Motion in the Mantle

Problem: How do convection currents in Earth's mantle affect tectonic plates?

Materials:

- 1000 mL beaker (substitute large glass jar)
- 100 mL beaker (substitute small glass jar)
- plastic wrap
- rubber band
- tap water
- paper discs from paper punch
- food coloring
- stop watch
- colored pencils
- hot pad

Procedure:

ker 2/3 of the way with cold tap water.
er completely with hot water. Add a drop of
ix.
aker with plastic wrap and secure with a

smaller beaker into the larger one.
per discs around the center of the surface of

a pencil to poke two holes in the saran wrap.
turb the water.
water and the paper pieces. Record your
answer sheet at 5, 60 and 120 seconds.

Is Hawaii Moving Away?

The Hawaiian Islands formed over millions of years as a result of the Pacific plate moving over a hot spot, or an area where magma erupts through the crust and reaches the surface.

1. Calculate the rate of movement for each island in the chart below using the following formula:

$$\text{Rate (r)} = \frac{\text{Distance (d)}}{\text{Time (t)}}$$

2. Fill in your answers on the table on your answer sheet.

3. Since scientists measure plate movement in centimeters, you will then need to multiply your answer by .1 to convert from kilometers per million years to centimeters per year.

Island	Distance - Kilometers (km)	Age – Million years (Ma)	Rate (r)	Convert to cm/year (multiply x .1)
Molokai	290	1.8	?	?
Oahu	300	3.3	?	?
Kauai	519	5.6	?	?
			Average	?

4. Use the average rate of movement to calculate how the distance the Pacific plate has traveled since you were born.

Distance = Average Rate (r) x Time (Your age)

COMMUNICATION STATION

A

B

What observations led Albert Wegener to develop the hypothesis of continental drift.

CREATION STATION

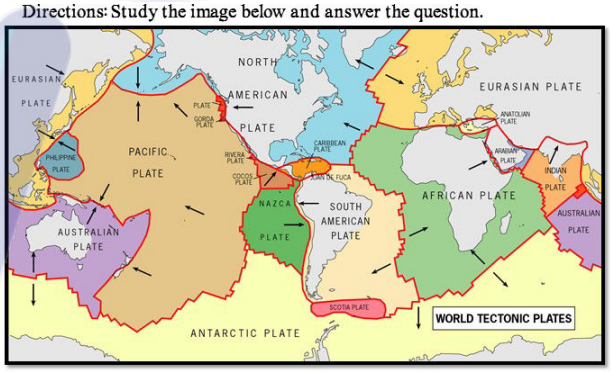
Reconstruct the Continents

Challenge: Use evidence of shapes and features to reconstruct a land mass.

IMAGINATION STATION

Weekend Getaway in Moscow?

Directions: Study the image below and answer the question.



IMAGINE it's 100 million years from now. How would travel times be different between the following:

Brazil to Egypt?

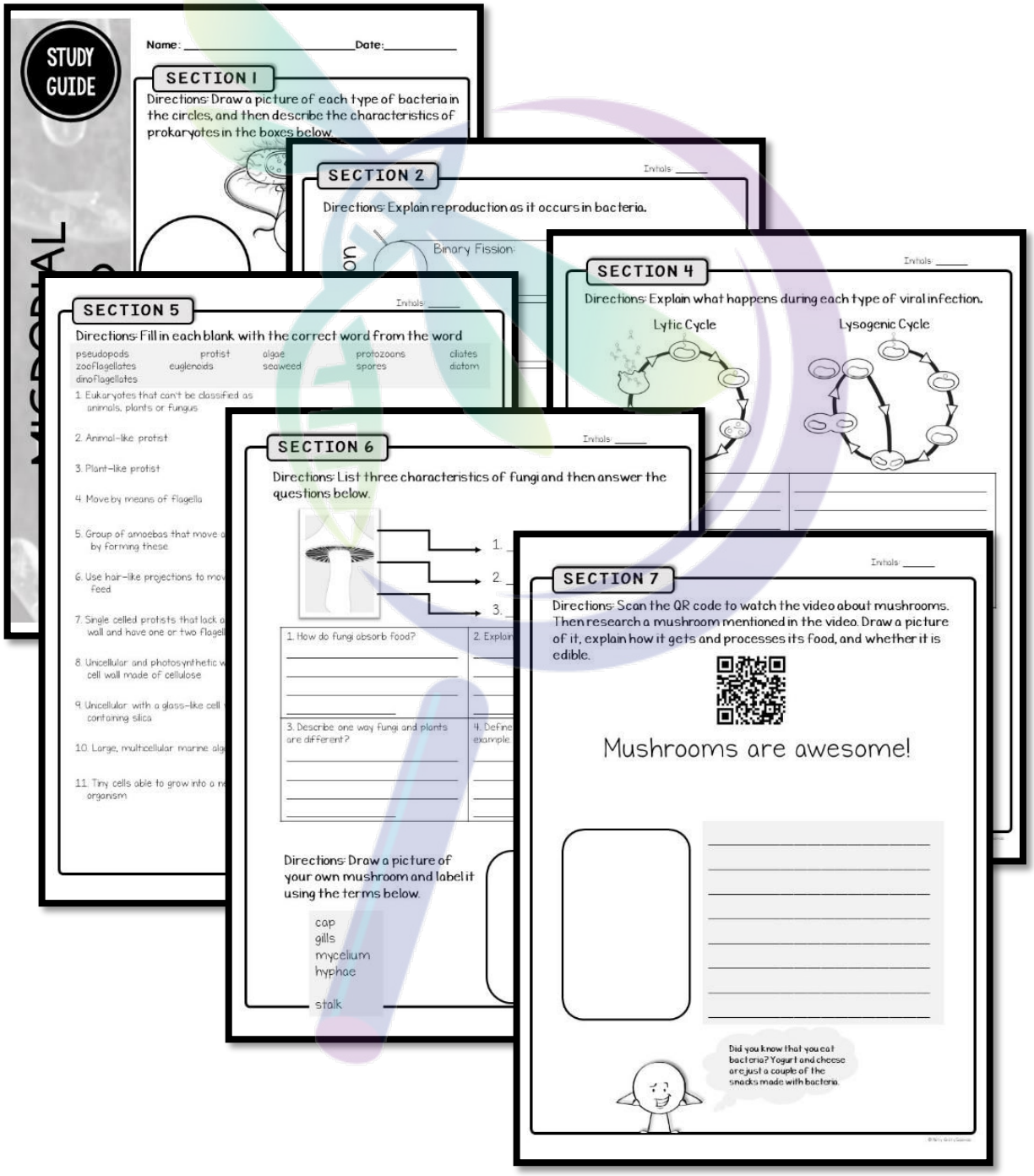
Australia to Japan?

New York to London?

San Diego to Moscow?

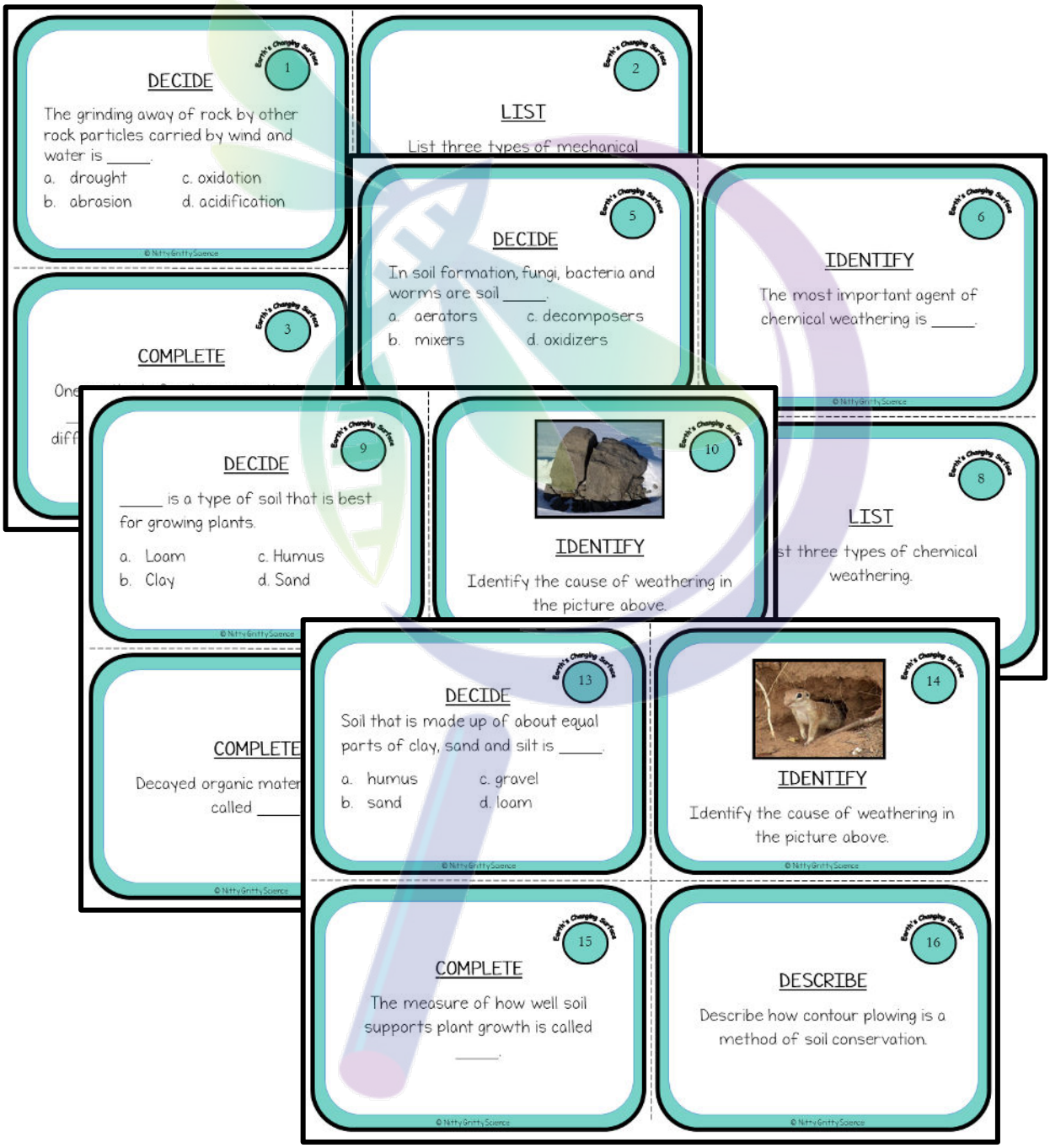
STUDY GUIDES

NGS Magnified Study Guides are directly aligned to the notes and assessments offered by NGS Magnified and include a variety of review strategies that meet the needs of your learners for independent study and indirect instruction.



TASK CARDS

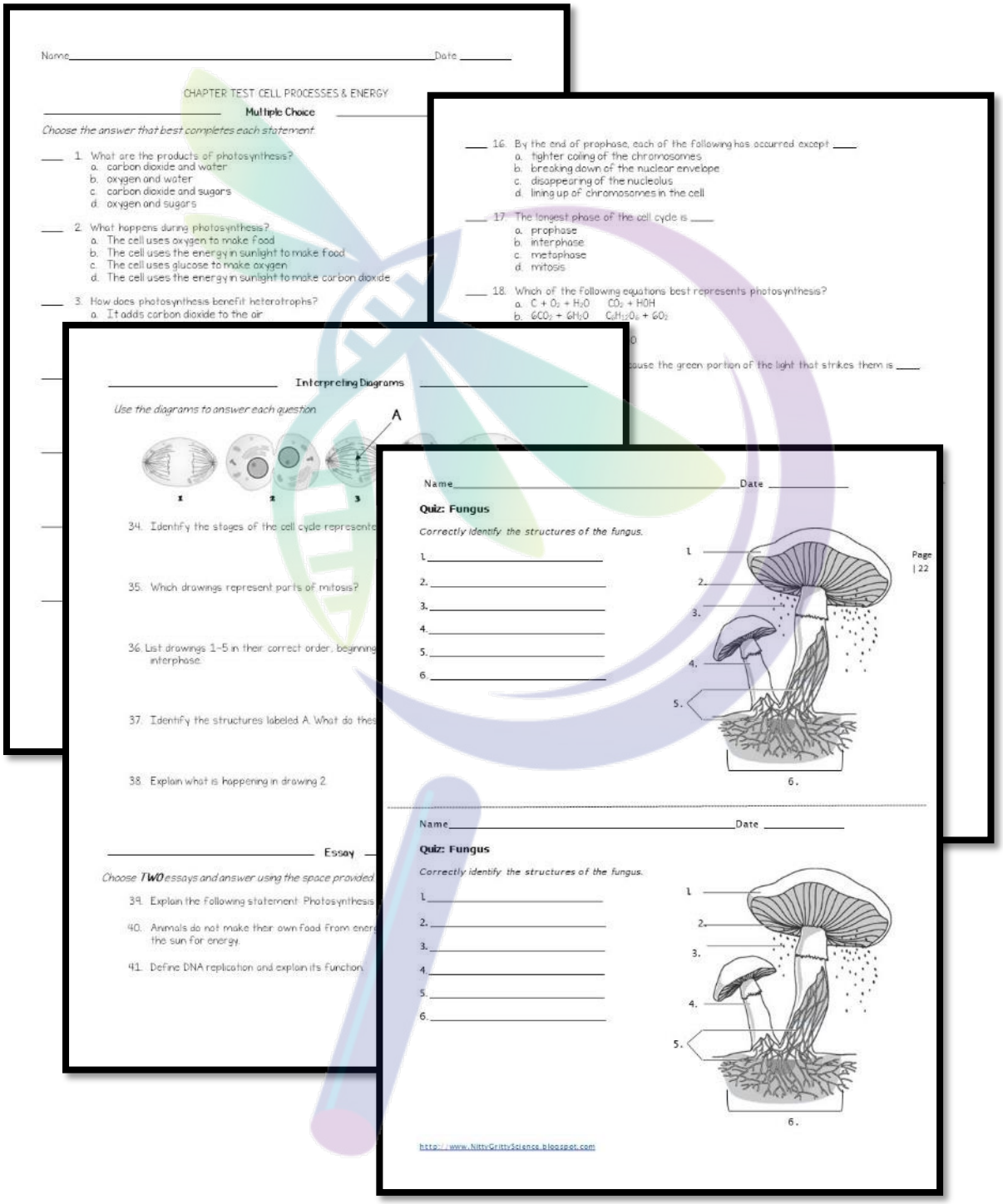
Task cards are a great tool for concept review. They can be used in a variety of ways—in pairs, small groups, team games, or individually. The reason they are so effective is that there is only ONE task per card, allowing students to focus on that single task until they have successfully completed it. An answer sheet and answer key for teachers are included. Digital Task Cards also included.



EVALUATE

Use a variety of assessments to gather evidence of student's understanding and provide opportunities for them to assess their own progress.

The curriculum provides mini-quizzes for each INB chapter, BLOOKET links are available for online game-style review, and chapter tests are included with each text having multiple-choice, interpreting diagrams, short answers, and essays. Answer keys provided.



Name_____ Date _____

CHAPTER TEST CELL PROCESSES & ENERGY

Multiple Choice

Choose the answer that best completes each statement.

___ 1. What are the products of photosynthesis?
a. carbon dioxide and water
b. oxygen and water
c. carbon dioxide and sugars
d. oxygen and sugars

___ 2. What happens during photosynthesis?
a. The cell uses oxygen to make food
b. The cell uses the energy in sunlight to make food
c. The cell uses glucose to make oxygen
d. The cell uses the energy in sunlight to make carbon dioxide

___ 3. How does photosynthesis benefit heterotrophs?
a. It adds carbon dioxide to the air

___ 16. By the end of prophase, each of the following has occurred except ___
a. tighter coiling of the chromosomes
b. breaking down of the nuclear envelope
c. disappearing of the nucleolus
d. lining up of chromosomes in the cell

___ 17. The longest phase of the cell cycle is ___
a. prophase
b. interphase
c. metaphase
d. mitosis

___ 18. Which of the following equations best represents photosynthesis?
a. $C + O_2 + H_2O \quad CO_2 + HOH$
b. $6CO_2 + 6H_2O \quad C_6H_{12}O_6 + 6O_2$

___ ause the green portion of the light that strikes them is ___

Interpreting Diagrams

Use the diagrams to answer each question.

A

1 2 3

34. Identify the stages of the cell cycle represente

35. Which drawings represent parts of mitosis?

36. List drawings 1-5 in their correct order, beginning interphase.

37. Identify the structures labeled A. What do thes

38. Explain what is happening in drawing 2.

Essay

Choose TWO essays and answer using the space provided

39. Explain the following statement: Photosynthesis

40. Animals do not make their own food from ener the sun for energy.

41. Define DNA replication and explain its function

Name_____ Date _____

Quiz: Fungus

Correctly identify the structures of the fungus.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Name_____ Date _____

Quiz: Fungus

Correctly identify the structures of the fungus.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

NGS MAGNIFIED

Suggested Pacing Guide

The following is a ***suggested pacing guide*** for my COMPLETE COURSES (Earth, Life or Physical Science) which are based on 50-minute class periods. There are three variations below. Each variation is based on the **number of sections** in your **SCIENCE INTERACTIVE NOTEBOOK chapter.**

Based on a **4-Section Chapter**

Day	Lesson/Activity	Engage	Explain	Explore	Elaborate	Evaluate
1	• Teacher Demo	x				
	• Section 1 Notes – INB input		x			
	• INB Activity – INB output (homework if not completed in class)			x		
2	• Mini-quiz					x
	• Section 2 Notes – use PowerPoint		x			
	• INB Activity			x		
3	• Mini-quiz					x
	• Guided Inquiry Lab – Student Led			x		
4	• Section 3 Notes – use PowerPoint		x			
	• INB Activity			x		
5	• Mini-quiz					x
	• Section 4 Notes – use PowerPoint		x			
	• INB Activity			x		
6	• Mini quiz					x
	• Science Stations				x	
7	• Science Stations				x	
8	• Final draft and testing for Creation Station (STEM)				x	x
9	• Task Card Review (game-style, full class, partner)				x	
10	• Chapter Test					x
	• Have students complete notes for next chapter*	x				

* **Note-taking option:** **Once students are done with chapter test, they get the next set of notes and work quietly on completing them while other students finish up. All notes are to be completed when they return to class. Have students glue each page of notes into the next few pages of their INB (right side only). This way, when you go over the PowerPoint each day, they have already reviewed topic and are ready for class.**

Thank you for sharing NGS Magnified with your students!

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