**Target Check**

**Does the target come from the standard or is it just related?**

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Use information provided by fossils to provide evidence for ideas about organisms and environments from long ago.

Explain the different ways that fossils are made.

**Does the target tell what students will know or be able to do or is it an activity they will use to learn those things?**

Explain what it means to be extinct and how we know about extinct organisms.

Create a chart that shows organisms that are extinct and how we know about them.

**Does the target stay within the assessment boundary?**

Compare fossils with modern day organisms.

Identify common fossils and modern organisms by name using field guides.

**Do the collective targets provide opportunity for the student to be successful on the entire scope of the performance assessment: practices, core ideas, crosscutting concepts?**

Explain what it means to be extinct and how we know about extinct organisms.

Compare fossils with modern day organisms.

Explain how an environment has changed from when the fossil organisms were alive to the modern day.

Explain why scientists can use evidence from fossils to describe past organisms and environments.

Interpret data that shows the type, size, and distributions of fossils in various locations.

Use information provided by fossils to provide evidence for ideas about organisms and environments from long ago.

Create a chart that shows organisms that are extinct and how we know about them.

Explain the different ways that fossils are made.

Define fossils, extinct, organisms, environment, and habitat.

Use a geologic chart to figure out when different organisms lived.

Create fossils from plaster of Paris and write about how they were made.

Compare fossils to the organisms that made them.

Learn about what Paleontologists do.