





Grade 8 Science (Master)

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Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: </p> <ul style="list-style-type: none"> HOW DO WE USE AND APPLY THE SCIENTIFIC METHOD IN OUR EVERYDAY LIVES? <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <i>How has science information changed over time with new technology?</i> <i>How is the scientific method used?</i> <p>Science Giants </p> <ol style="list-style-type: none"> Contributions Impacts Advancing knowledge 	<p>Science Giants</p> <ol style="list-style-type: none"> Describe the effect of important scientific contributions. Provide examples of how technology has impacted lives. 	<p>Science Giants</p> <ol style="list-style-type: none"> I can describe the effect of important scientific contributions. I can provide examples of how technology has impacted lives. 	<p>Science Giants</p> <p>1-3. Create a project based on research done on a specific scientist throughout history. (Common Craft Video)</p>	<p>Scientific Method study guide</p> <p>Study guide answer key (NEED)</p> <p>Science Giants Vocabulary: science, engineering, technology, scientific inquiry</p> <p>Science Giants poster template. Science Giants notes sheet</p>


<p>Scientific Method </p> <p>1. Tools, Safety, and Analysis 2. Fact vs. Opinion 3. Predictions and Models</p>	<p>3. State examples of how scientific knowledge is always changing.</p> <p>Scientific Method</p> <p>1. Use appropriate safety, lab supplies (tools), graphs, and analysis. 2. Evaluate fact and opinion in scientific arguments. 3. Develop descriptions, explanations, predictions, and models based on evidence.</p>	<p>3. I can give examples of how scientific knowledge is always changing. <i>EL Language Objective:</i> <i>Given a contribution/advancement SWBAT describe the effect on the advancement of S/E/T using the language "____'s (person) contribution led to ____."</i></p> <p>Scientific Method</p> <p>1a. I can follow appropriate lab safety procedures and accurately use lab equipment. (CSA Qs 2,8,9,10,21) 1b. I can use appropriate graphs and lab analysis. (CSA Qs 1,3,4,5,6) 1c. I can design my own controlled experiment. (CSA Qs 14,15,16,19,22) 2. I can evaluate fact and opinion in scientific arguments. (CSA Qs 13, 20) 3. I can use observations and data to make predictions, descriptions, explanations, and models.</p>	<p>1-3. Based on the students project presentations given, write a reflection paper to answer objectives 1-3 in skills column.</p> <p>Scientific Method</p> <p>1, 3. Design Your Own Lab.</p> <p>CSA = Scientific Method Test (1-3)</p> <p>CFA = Design Your Own Lab</p>	<p>and grading rubric.</p> <p>Scientific Method</p> <p>Vocabulary: hypothesis, prediction, analysis, conclusion, experiment, observation, scientific law, theory, mean, median, range.</p> <p>1. "Design your own" lab. 2. Measurement Lab (in shared folder) 3. Fact/Opinion article. (ID facts vs. opinions from popular culture current events - in shared folder) 4. Sponge Bob worksheets (edit to match vocab better) http://www.Science spot.net</p>
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		<p>(CSA Qs 7,11,12,17,18) <i>EL Language Objective: SWBAT develop a description, an explanation, a prediction, or a model based on evidence using the language "based on the evidence, _____" OR "The evidence demonstrates that _____."</i></p>		<p>5.  Dr. Pheac practice lab report. (in shared folder) 6. Dr. Pheac final draft lab report. (in shared folder) Holt Earth's Dynamic Earth (E): Pages R26-34 7. Lab analysis notebook (in shared folder)</p> <p>Informative/Explanatory Writing: Design your own Lab</p>
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October


Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> HOW DO GEOLOGIC PROCESSES CHANGE THE FEATURES OF THE EARTH? 				

<p>UEQ:</p> <ul style="list-style-type: none"> • What are the causes and effects of plate tectonic movement? • What are the various processes and interactions of the rock cycle? • How do you classify rocks and minerals? • How can you use physical and chemical properties to identify? changes in rocks and minerals? • What is Earth's geologic history <p>Plate Tectonics </p> <ol style="list-style-type: none"> 1. Interior of the Earth 2. Plate Tectonics 3. Seismic Waves 	<p>Plate Tectonics</p> <ol style="list-style-type: none"> 1. Be able to identify the layers of the Earth and their properties. 2a. Be able to relate the locations of ocean trenches, mid-ocean ridges, and mountain ranges to volcanic and seismic activity. 2b. Recognize that 	<p>Plate Tectonics</p> <ol style="list-style-type: none"> 1. I can identify the layers of the Earth and describe how they are different. 2. I can describe what happens when plates move. 3. I can explain how seismic waves transfer energy through the Earth and on its surface. 	<p>Plate Tectonics CSA= Plate Tectonics Test</p> <ol style="list-style-type: none"> 1: Layers of the Earth Model 2: Folds and Faults Lab <p>CFA = Plate Tectonics Map (Notebook file)</p>	<p>Plate Tectonics:</p> <p><u>Restless Earth Study Guide</u></p> <p><u>Restless Earth KEY</u></p> <p>Vocabulary: Lithosphere, mantle, core, brittle, plastic, ocean trench, mid-ocean ridge, mountain range, volcano, seismic activity, earthquake, tectonic plate, subduction, fault, convection, crust, Pangaea, sea floor spreading, convergent boundry, plate tectonics, divergent boundary, transform boundary, crustal deformation, uplift, shear</p>
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<p>Minerals </p> <p>1. Characteristics of Minerals</p>	<p>earthquakes, volcanic eruptions, and mountain building are the result of movement of tectonic plates.</p> <p>3. Explain how seismic waves transfer energy through the Earth and across its surface.</p> <p>Minerals</p> <p>1a. Classify and identify minerals using characteristics including, but not limited to, density, hardness, luster, and streak for minerals.</p> <p>1b. Use physical properties</p>	<p><i>EL Language Objective:</i></p> <p><i>1) SWBAT recognize that Earth is composed of layers and describe the properties of the layers using the language "properties of ___ (layer) include ____."</i></p> <p><i>2) SWBAT explain how major geologic events and landforms result from the slow movement of tectonic plates using the language "movement of tectonic plates results in ____."</i></p> <p>Minerals</p> <p>1a. I can use luster, streak, hardness, and density to identify minerals.</p> <p>1b. I can use physical properties to tell the difference between metals and nonmetals.</p>	<p>3: Shake Table Lab</p> <p>Minerals</p> <p>1: Mineral ID Lab</p> <p>CSA = Mineral Lab Test</p> <p>Mighty Mineral Advertisement (Writing:</p>	<p>stress, compression, folding, tension, vent, magma, lava, hot spot, epicenter, elastic boundary, focus, seismic wave, seismogram, magnitude, intensity, constructive process, destructive process</p> <p>Textbook: Holt: Dynamic Earth: Unit 4 Plate Tectonics Learning Objectives Jeopardy Review Game Technology: Plate Tectonics Map Notebook file Engineering: Shake Table Lab</p> <p>Minerals</p> <p>Minerals Unit Study Guide</p> <p>Mineral unit KEY</p>
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<p>Rocks and Rock Cycle </p> <p>1. Rocks and Rock Cycle</p>	<p>such as electrical and thermal conductivity to distinguish between metals and nonmetals.</p> <p>Rocks and Rock Cycle</p> <ol style="list-style-type: none"> 1. Classify and identify rocks using texture and composition. 2. Relate rock composition and texture to physical conditions at the time of formation of igneous, sedimentary and metamorphic rock. 	<p><i>EL Language Objective:</i> 1) <i>SWBAT identify minerals using the language 'this mineral is ____ because ____.' OR "This rock is ____ because ____."</i></p> <p>Rocks and Rock Cycle I can classify and identify rocks based on their composition and texture. 2. I can tell how a rock formed based on its composition and texture. <i>EL Language Objective:</i> "_____(rock) was formed under ____ conditions because ____."</p>	<p>Argument)</p> <p>Rocks and Rock Cycle 1: Rock Cycle Game 1: Rock Cycle Labs 1: Rock ID Lab 1: Rock Composition and Texture lab CSA= Rock and Rock Cycle Test</p>	<p>Vocabulary: mineral, compound, streaking, element, matter, luster, atom, crystal, cleavage, density,</p> <p>Textbook: Holt: Dynamic Earth: Unit 3 * Physical Science book Minerals Learning Objectives Rocks and Rock Cycle learning objectives</p> <p>Narrative Writing: Shrek Swamp Sludge Lab Argument: Mighty Mineral Advertisement</p> <p>Rocks and Rock Cycle Rocks Unit Study Guide Rocks KEY (NEED) Textbook: Holt: Dynamic Earth: Unit 1 and 3 Vocabulary: deposition, uplift, constructive process, destructive process, Igneous rocks, rock cycle, rift zone, sedimentary</p>
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<p>Chemistry of Earth's Processes</p> <p>1. Physical vs. Chemical Changes in Matter 2. Mixtures vs. Pure Substances 3. Acids and Bases</p>	<p>Chemistry of Earth's Processes</p> <p>1a. Identify color change, generation of a gas, solid formation, and temperature change as evidence for chemical change. 1b. Use evidence to distinguish between chemical and physical changes. 1c. Use the particle model of matter to explain how mass is conserved during physical and chemical changes in a closed system. 2. Distinguish between a mixture and a pure substance and use physical properties including color, solubility, density, melting point, and boiling point to separate mixtures and identify pure substances. 3. Recognize the properties of an acid which include color change of litmus paper, sour taste, and the tendency to react with bases to produce a salt and water.</p>	<p>Chemistry of Earth's Processes</p> <p>1a. I can describe the differences between chemical and physical change. 1b. I can explain the law of conservation of mass. 2a. I can identify the difference between a mixture and a pure substance. 2b. I can use physical properties to separate mixtures. 3b. I can identify the characteristics of an acid. <i>EL Language Objective:</i> 1a) "_____is chemical/physical change because _____." 1b) <i>SWBAT distinguish between chemical and physical properties in matter using the language '_____is a chemical/physical change because _____.'</i> 2) <i>SWBAT distinguish between a mixture and a pure substance using the language "_____is a mixture/pure substance because _____."</i></p>	<p>Chemistry of Earth's Processes</p> <p>1: Chemical and Physical Change Stations Lab</p> <p>CFA = Shrek Swamp Sludge Lab (Writing: Narrative)</p> <p>2b: Alien Juice Bar Lab</p>	<p>rock, metamorphic rock, rock, composition, texture, grain size (fine vs. coarse grain), melting, cooling, crystallization, re-crystallization, erosion, deposition, heat, pressure, cementation</p> <p>Chemistry of Earth's Processes</p> <p>Chem Study Guide</p> <p>Chem KEY (NEED)</p> <p>Textbook: Holt: Matter and Energy: Unit 1 Lessons 3,4; Unit 5 Lessons 2,3</p> <p>Vocabulary: physical property, chemical change, mixture, physical change, conservation of mass, constructive process, destructive process, pure substance, mixture</p>
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<p>Changes in Earth's Surface 1. Weathering and Erosion 2. History of Minnesota's landscape</p> <p>Geologic Time  1. Sequencing in rock layers and Earth events. 2. Non-renewable resources</p>	<p>Changes in Earth's Surface 1. Explain how landforms result from the processes of crustal deformation, volcanic eruptions, glaciers, weathering, erosion and deposition of sediment. 2. Explain the role of weathering erosion and glacial activity in shaping Minnesota's current landscape.</p> <p>Geologic Time 1. Interpret successive layers of sedimentary rocks and their fossils in a rock cross section to infer relative ages of rock sequences, past geological events, changes in environmental conditions, and the appearance and extinction of life forms. 2a. Describe how mineral and fossil fuel resources have formed over millions of years, and explain why these resources are finite and non-renewable over human time frames. 2b. Recognize that land and water use practices in specific areas affect natural</p>	<p>Changes in Earth's Surface 1a. I can describe how landforms result from Earth's processes. 2. I can explain how Minnesota's landscape has changed over time. <i>EL Language Objective:</i> 1) "_____ is an example of weathering/erosion because _____." 2) "Minnesota's current landscape was shaped by glacial features such as _____ because _____."</p> <p>Geologic Time 1. I can determine the relative ages of rock layers. 2a. I can describe how fossil fuels form and explain why they are finite and non-renewable. 2b. I can explain how humans affect nature and how nature affects humans. <i>EL Language Objective:</i> 1) "_____ is _____ (older/younger) than _____ because _____." 2) "_____ is (nonrenewable/renewable) because _____."</p>	<p>Changes in Earth's Surface</p> <p>Geologic Time 1: Rock Detectives Activity 1: Rock Cross-Section Worksheet 1: Geologic Timeline walk 2a. Who are you calling a fossil? Jigsaw 2b: Cookie mining activity 1-2: Geologic Time Test</p>	<p>Changes in Earth's Surface Changes (Weathering) Unit Study Guide Weathering KEY (NEED) Textbook: Holt: Dynamic Earth: Unit 1 Lesson 3 Vocabulary: flood plains, moraines, river valley, cliff, meanders, delta, riverbank erosion, weathering</p> <p>Geologic Time GEO Time Study Guide GEO time KEY (NEED) Textbook: Holt: Dynamic Earth: Unit 2 Matter and Energy, Unit 2, Lesson 4 Vocabulary:fossil fuel, catastrophism, climate, fossil, index fossil, relative dating, superposition, cross cutting, original horizontality, non-renewable resources</p>
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	processes and that natural processes interfere and interact with human systems.			
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March				
Content	Skills	Learning Targets	Assessment	Resources & Technology

<p>CEQ: </p> <ul style="list-style-type: none"> ● HOW DO THE MOVEMENTS OF ASTRONOMICAL OBJECTS AFFECT EACH OTHER? <p>UEQ:</p> <ul style="list-style-type: none"> ● How does the Earth's movements cause seasons? ● How do the Earth, Sun and Moon interact? ● What are the characteristics of the objects in our solar system? ● How do the objects in our solar system interact? <p>Earth, Moon, Sun </p> <ol style="list-style-type: none"> 1. Seasons 2. Moon Phases/ Eclipses 	<p>Earth, Moon, Sun</p> <ol style="list-style-type: none"> 1. Explain what causes seasons. 2. Explain length of day, phases of the moon, and eclipses using diagrams. 	<p>Earth, Moon, Sun</p> <ol style="list-style-type: none"> 1. I can explain what causes seasons. 2a. I can model the length of day and year. 2b. I can model the phases of the moon. 2c. I can model solar and 	<p>Earth, Moon, Sun</p> <ol style="list-style-type: none"> 1. Seasons Lab 2. Moon Modeling Lab <p>CFA = Earth Sun Moon Quiz CSA = Earth Moon Sun Unit Test</p>	<p>Earth, Moon, Sun</p> <p>Earth Moon Sun Study Guide</p> <p>Earth Moon Sun KEY</p>
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<p>Solar System </p> <ol style="list-style-type: none"> 1. Planets and moons 2. Gravity 3. Sun's role in the solar system 	<p>Solar System</p> <ol style="list-style-type: none"> 1. Compare and contrast size, location, and composition of planets and moons in our solar system. 2a. Explain how mass and distance affect the force of gravity. 2b. Describe how the two forces (gravity and inertia) keep planets in predictable orbits. 3. Identify the sun as a 	<p>lunar eclipses. <i>EL Language Objective:</i> 1) <i>SWBAT explain how Earth's movements cause seasons using the language "based on _____, I infer that _____."</i> 2) <i>SWBAT explain the length of day, phases of the moon, and eclipses with a diagram using the language "referring to the diagram, it appears that _____."</i></p> <p>Solar System</p> <ol style="list-style-type: none"> 1. I can compare and contrast characteristics of our planets and moons. 2a. I can explain the factors that affect the forces of gravity. 2b. I can explain how gravity and inertia keep planets in predictable motions. 3. I can identify the characteristics of our sun. <p><i>EL Language Objective:</i></p>	<p>Solar System</p> <ol style="list-style-type: none"> 2. Kepler's 1st Law Lab 2. Kepler's 2nd Law Lab <p>CFA = Solar System Quiz</p> <p>CSA= Astronomy Unit Final</p>	<p>Holt: Space Science Unit 3 Lessons 1 & 2.</p> <p>Moon SMART Notebook File</p> <p>If We Had No Moon DVD</p> <p>Sun PowerPoint</p> <p>Bill Nye Sun Movie</p> <p>Vocab: moon, equinox, solstice, revolution, axis, rotation, year, month, day, orbit, solar eclipse, lunar eclipse, tilt, moon phases</p> <p>Solar System</p> <p>Solar System and Beyond Study Guide</p> <p>Solar System KEY</p> <p>Holt: Space Science Unit 1 Lessons 1-3, Unit 2 Lesson 1-5</p> <p>Vocab: star, ellipse, gravity, mass, planet,</p>
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	<p>medium-sized star, that is the closest star to the Earth.</p>	<p><i>1) SWBAT to compare and contrast size, location, and composition of planets and moon in our solar system using the language "_____er than or _____est."</i></p> <p><i>2) SWBAT explain how mass and distance effect the force of gravity using the language "the force of gravity changes due to _____."</i></p>		<p>astronomical unit, terrestrial, gas giant, inner planet, outer planet, inertia</p> <p>Video: 400 Years of the Telescope</p> <p>Family of Planets Worksheet</p> <p>Star Light, Star Bright Star Classification inquiry</p> <p>HR diagram</p> <p>Kepler's Laws Lab</p> <p>Planet Research Project</p>
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April

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> HOW DOES EARTH RECYCLE WATER? <p>UEQ: </p> <ul style="list-style-type: none"> How does water move through the water cycle and Earth's Oceans? <p>Water Cycle</p> <ol style="list-style-type: none"> Water Cycle Water Distribution Water in our oceans Human Water Usage 	<p>•</p> <p>Water Cycle</p> <ol style="list-style-type: none"> Describe how the water cycle distributes materials and purifies water. Describe the location, composition (fresh vs. salt), and use of major bodies of water. Describe how water moves in our oceans. Identify how humans interact and use Earth's water. 	<p>•</p> <p>Water Cycle</p> <ol style="list-style-type: none"> Describe how water can change throughout the water cycle. Describe how the water cycle distributes matter and energy and purifies water. <ol style="list-style-type: none"> I can describe the location, composition, and use of major bodies of water. Describe how water moves in our oceans. I can identify how humans interact with and use Earth's water. <p><i>EL Language Objective: SWBAT describe how the water</i></p>	<p>•</p> <p>Water Cycle</p> <ol style="list-style-type: none"> Drop of Water Narrative Writing Water Cycle and Purification Lab Earth's Water Distribution Lab Ocean Currents Lab Ocean Layers/Water Density Lab <p>CSA= Hydrology Unit Test</p>	<p>•</p> <p>Water Cycle</p> <p>Hydrology Study Guide NEED to update!!!</p> <p>Hydrology KEY</p> <p>Narrative: Drop of Water Story</p> <ol style="list-style-type: none"> Holt: Earth's Water and Atmosphere Unit 1 Lesson 2 & 3 Holt: Earth's Water and Atmosphere Unit 1 Lesson


		<p><i>cycle distributes materials and purifies water by using the language "The water cycle distributes/purifies water by _____."</i></p>		<p>1 3. Holt: Earth's Water and Atmosphere Unit 1 Lesson 1-3.</p> <p>Bill Nye Water Cycle DVD</p> <p>BBC Ocean DVD</p> <p>Conservation Volunteer: Wonders of Water Article</p> <p>Vocabulary: water cycle, evaporation, transpiration, condensation, precipitation, infiltration, run-off, phase changes, reservoir, purification, deposition, aeration, filtration, ocean currents</p>
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May 2015

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p>CEQ:</p> <ul style="list-style-type: none"> ● HOW DOES UNEQUAL HEATING OF THE EARTH CAUSE WEATHER? <p>UEQ:</p> <ul style="list-style-type: none"> ● <i>What is the composition and structure of Earth's atmosphere?</i> ● <i>How is heat/energy transferred on Earth?</i> ● <i>How do air masses influence our weather?</i> ● <i>How do global weather patterns affect local weather?</i> <p>Earth's Atmosphere </p> <ol style="list-style-type: none"> 1. Composition and structure of Layers. 2. Energy Transfers 3. Global Winds 	<p>Earth's Atmosphere</p> <ol style="list-style-type: none"> 1. Explain the different compositions of layers of Earth's atmosphere and define how the structure of each layer is different. 2a. Explain how energy transfers between Earth's spheres. 2b. Recognize that oceans have a major effect on global climate. 	<p>Earth's Atmosphere</p> <ol style="list-style-type: none"> 1. I can describe characteristics of the layers of Earth's atmosphere and locate the jet stream, ozone layer, and weather phenomena in these layers. 2a. I can explain how energy transfers on Earth. 2b. I can describe the ocean's role in global climate. 	<p>Earth's Atmosphere</p> <ol style="list-style-type: none"> 1-2. Layers of the Atmosphere Drawing 2a. Radiation Lab 2a. Conduction Lab 3. Ocean & Climate Lab <p>CSA = Earth's Atmosphere Test</p>	<p>Earth's Atmosphere</p> <p>Atmo Study Guide</p> <p>Atmo KEY</p> <p>Vocab: air, atmosphere, hydrosphere, ozone layer,</p>
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	<p>3. Define how unequal heating of the Earth drives global winds.</p>	<p>3. I can describe how unequal heating of the Earth drives global and local wind patterns.</p> <p><i>EL Language Objectives: SWBAT explain the difference between compositional layers of Earth's atmosphere by using the language "Properties of Earth's _____ (layer) include _____." SWBAT explain how heat/energy is transferred on Earth by using the language "an example of _____ (radiation/conduction/convection) is _____ because _____."</i></p>		<p>pressure, greenhouse effect, greenhouse gases, jet stream, climate, radiation, convection, conduction, Coriolis Effect</p> <p>Holt: Earth's Water and Atmosphere Unit 3 Lesson 1 Holt: Earth's Water and Atmosphere Unit 3 Lesson 2 & 3 Holt: Earth's Water and Atmosphere Unit 4 Lesson 3</p> <p>Bill Nye Atmosphere DVD</p> <p>Layers of the Atmosphere Graphs</p> <p>Greenhouse Effect lab Atmosphere Power Point Sky Dive the Atmosphere</p> <p>http://streaming.discoveryeducation.com/</p> <p>Bill Nye Heat DVD</p> <p>Coriolis Activity</p>
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<p>Weather </p> <ol style="list-style-type: none">1. Air Masses and Fronts2. Forecasting	<p>Weather</p> <ol style="list-style-type: none">1. Describe how air masses and fronts bring weather.2. Analyze different pieces of weather (wind direction, temperature, humidity, cloud type and air pressure) and how they relate to fronts and pressure systems.	<p>Weather</p> <ol style="list-style-type: none">1. I can describe how air masses and fronts bring weather.2. I can analyze how fronts and pressure systems change wind direction, temperature, humidity, cloud type and air pressure. <p><i>EL Language Objectives:</i> <i>SWBAT describe how air masses and fronts influence our weather by using the language "____(air mass/front type) brings _____ weather because _____."</i></p>	<p>Weather</p> <ol style="list-style-type: none">1. Weather Map <p>CSA= Weather Unit Test</p>	<p>Weather</p> <p>Weather Study Guide</p> <p>Weather KEY</p> <p>Holt: Earth's Water and Atmosphere Unit 3 Lesson 3 Holt: Earth's Water and Atmosphere Unit 4 Lesson 1-3, 5</p> <p>Vocab: weather, air mass, temperature, jet stream, humidity, air pressure, cold front, warm front, land breeze, sea breeze, global wind, wind, jet stream, local wind, cirrus cloud, stratus cloud, cumulus cloud</p> <p>Conservation Volunteer- What's up with the Weather? Wind SMART Notebook file</p> <p>Cloud PowerPoint Outdoor Lesson: Dew Point Lab</p>
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				<p>Outdoor Lesson: Cloud Types Moving Masses Activity Air Masses and Front PowerPoint Weather Station SMART Notebook file</p> <p>Weather Maps- http://www.ametsoc.org/amsedu/dstreme/</p> <p>Weather Bug- http://weather.weatherbug.com</p>
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