PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144

CURRICULUM MAP 8TH GRADE - SCIENCE

QUARTER 1

GRADE 8 SCIENCE — REVISED 2016

Next Generation Science Standard Performance Expectations	Performance Outcomes	Instructional Resources	Assessments
MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. **MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.** **MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.** **MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.** **MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.**	**Science and Engineering Practices** **Asking Questions and Defining Problems** ▪ Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles. (MS-PS2-3) **Planning and Carrying Out Investigations** ▪ Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (MS-PS2-2) ▪ Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation. (MS-PS2-5) **Constructing Explanations and Designing Solutions** ▪ Apply scientific ideas or principles to design an object, tool, process or system. (MS-PS2-1) **Engaging in Argument from Evidence** ▪ Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-PS2-4) **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS2-2),(MS-PS2-4) **Disciplinary Core Ideas** **PS2.A: Forces and Motion** ▪ For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (MS-PS2-1) ▪ The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (MS-PS2-2)	**Glencoe Science** ***Level Red*** Chapter 5 *Motion, Force, & Simple Machines* Pg. 128-159 ***Level Green*** Chapter 23 *Newton's Laws of Motion* Pg. 682-713 ***Level Blue*** Chapter 19 *Force & Newton's Laws* Pg. 548-577 • Internet • Library • Videos • Group Discussions • Vocab Activities • Lab Explorations • Lab Tools • Periodicals • Manipulatives	Pre/Post Assessments -Agree/Disagree Chart Rubrics Performance Assessments Project Based Learning Assessments Hands on Activities Evaluation of Lab Skills Common Assessments Formative/Summative Assessments Informal/Formal Assessments **Teachers may utilize one week this quarter for science fair preparation and research.

	▪ All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (MS-PS2-2) **PS2.B: Types of Interactions** ▪ Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (MS-PS2-3) ▪ Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (MS-PS2-4) ▪ Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (MS-PS2-5) **Crosscutting Concepts** **Cause and Effect** ▪ Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-PS2-3),(MS-PS2-5) **Systems and System Models** ▪ Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. (MS-PS2-1),(MS-PS2-4), **Stability and Change** ▪ Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. (MS-PS2-2) **Connections to Engineering, Technology, and Applications of Science** **Influence of Science, Engineering, and Technology on Society and the Natural World** ▪ The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-PS2-1) **Scientific method and science process skills** • Formulate hypotheses generating if-then, cause-effect statements and predictions, or choosing and explaining selection of the controlled variables. • Design and conduct scientific investigation, incorporating appropriate safety precautions, available technology and equipment, researching historic and current foundations for similar studies, or replicating all processes in multiple trials. • Collect and organize data accurately, using consistent measuring and recording techniques with necessary precision, using appropriate metric units, documenting data accurately from collecting instruments, or graphing data appropriately. • Interpret and represent results of analysis to produce findings, differentiating observations that support or refute a hypothesis, identifying the unexpected data within the data set, or proposing explanations for discrepancies in the data set. • Report the process and results of an investigation, using available technologies for presentations, distinguishing observations that support the original hypothesis, analyzing a logical proof or explanation of findings, or generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations.		

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QUARTER 2

GRADE 8 SCIENCE — REVISED 2016

Next Generation Science Standard Performance Expectations	Performance Outcomes	Instructional Resources	Assessments
MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. **MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.** **MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.** **MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.** **MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.**	**Science and Engineering Practices** **Developing and Using Models** ▪ Develop a model to describe unobservable mechanisms. (MS-PS3-2) **Planning and Carrying Out Investigations** ▪ Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (MS-PS3-4) **Analyzing and Interpreting Data** ▪ Construct and interpret graphical displays of data to identify linear and nonlinear relationships. (MS-PS3-1) **Constructing Explanations and Designing Solutions** ▪ Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. (MS-PS3-3) **Engaging in Argument from Evidence** ▪ Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (MS-PS3-5) **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations (MS-PS3-4),(MS-PS3-5) **Disciplinary Core Ideas** **PS3.A: Definitions of Energy** ▪ Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (MS-PS3-1) ▪ A system of objects may also contain stored (potential) energy, depending on their relative positions. (MS-PS3-2) ▪ Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (MS-PS3-3),(MS-PS3-4)	**Glencoe Science** ***Level Red*** Chapter 6 *Energy* Pg. 160-191 ***Level Green*** Chapter 24 *Energy & Energy Resources* Pg. 714-743 ***Level Blue*** Chapter 21 *Thermal Energy* Pg. 606-631 • Internet • Library • Videos • Group Discussions • Vocab Activities • Lab Explorations • Lab Tools • Periodicals • Manipulatives	Pre/Post Assessments -Agree/Disagree Chart Rubrics Performance Assessments Project Based Learning Assessments Hands on Activities Evaluation of Lab Skills Common Assessments Formative/Summative Assessments Informal/Formal Assessments **Teachers may utilize one week this quarter for science fair preparation and research.

	PS3.B: Conservation of Energy and Energy Transfer ▪ When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5) ▪ The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (MS-PS3-4) ▪ Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS3-3) **PS3.C: Relationship Between Energy and Forces** ▪ When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (MS-PS3-2) **ETS1.A: Defining and Delimiting an Engineering Problem** ▪ The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (secondary to MS-PS3-3) **ETS1.B: Developing Possible Solutions** ▪ A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (secondary to MS-PS3-3) **Crosscutting Concepts** **Scale, Proportion, and Quantity** ▪ Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. (MS-PS3-1),(MS-PS3-4) **Systems and System Models** ▪ Models can be used to represent systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems. (MS-PS3-2) **Energy and Matter** ▪ Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). (MS-PS3-5) ▪ The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS3-3) Application of scientific method and science process skills		

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QUARTER 3

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Next Generation Science Standard Performance Expectations	Performance Outcomes	Instructional Resources	Assessments
MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. **MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.** **MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.**	**Science and Engineering Practices** **Developing and Using Models** ▪ Develop and use a model to describe phenomena. (MS-PS4-2) **Using Mathematics and Computational Thinking** ▪ Use mathematical representations to describe and/or support scientific conclusions and design solutions. (MS-PS4-1) **Obtaining, Evaluating, and Communicating Information** ▪ Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings. (MS-PS4-3) **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS4-1) **Disciplinary Core Ideas** **PS4.A: Wave Properties** ▪ A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (MS-PS4-1) ▪ A sound wave needs a medium through which it is transmitted. (MS-PS4-2) **PS4.B: Electromagnetic Radiation** ▪ When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (MS-PS4-2) ▪ The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (MS-PS4-2) ▪ A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (MS-PS4-2) ▪ However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (MS-PS4-2) **PS4.C: Information Technologies and Instrumentation** ▪ Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (MS-PS4-3)	**Glencoe Science** ***Level Red*** Chapter 7 *Electricity & Magnetism* Pg. 192-223 Chapter 8 *Waves* Pg. 224-251 ***Level Green*** NONE ***Level Blue*** Chapter 22 *Electricity* Pg. 634-659 Chapter 23 *Magnetism* Pg. 664-691 Chapter 24 *Waves, Sound, & Light* Pg. 692-721	Pre/Post Assessments -Agree/Disagree Chart Rubrics Performance Assessments Project Based Learning Assessments Hands on Activities Evaluation of Lab Skills Common Assessments Formative/Summative Assessments Informal/Formal Assessments

	Crosscutting Concepts **Patterns** ▪ Graphs and charts can be used to identify patterns in data. (MS-PS4-1) **Structure and Function** ▪ Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (MS-PS4-2) ▪ Structures can be designed to serve particular functions. (MS-PS4-3) **Connections to Engineering, Technology, and Applications of Science** **Influence of Science, Engineering, and Technology on Society and the Natural World** ▪ Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations. (MS-PS4-3) **Connections to Nature of Science** **Science is a Human Endeavor** ▪ Advances in technology influence the progress of science and science has influenced advances in technology. (MS-PS4-3) Application of scientific method and science process skills	• Internet • Library • Videos • Group Discussions • Vocab Activities • Lab Explorations • Lab Tools • Periodicals • Manipulatives	

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QUARTER 4

GRADE 8 SCIENCE — REVISED 2016

Next Generation Science Standard Performance Expectations	Performance Outcomes	Instructional Resources	Assessments
MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. **MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.** **MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.** **MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.** **MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.**	**Science and Engineering Practices** **Developing and Using Models** ▪ Develop a model to predict and/or describe phenomena. (MS-PS1-1),(MS-PS1-4) ▪ Develop a model to describe unobservable mechanisms. (MS-PS1-5) **Analyzing and Interpreting Data** ▪ Analyze and interpret data to determine similarities and differences in findings. (MS-PS1-2) **Constructing Explanations and Designing Solutions** ▪ Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. (MS-PS1-6) **Obtaining, Evaluating, and Communicating Information** ▪ Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3) **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS1-2) **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** ▪ Laws are regularities or mathematical descriptions of natural phenomena. (MS-PS1-5) **Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter** ▪ Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (MS-PS1-1) ▪ Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-2),(MS-PS1-3) ▪ Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (MS-PS1-4)	**Glencoe Science** ***Level Green*** Chapter 20 *Properties & Changes of Matter* Pg. 592-617 ***Level Blue*** Chapter 15 *The Periodic Table* Pg. 432-461 Chapter 16 *Atomic Structure and Chemical Bonds* Pg. 462-489 • Internet • Library • Videos • Group Discussions • Vocab Activities • Lab Explorations • Lab Tools • Periodicals • Manipulatives	Pre/Post Assessments -Agree/Disagree Chart Rubrics Performance Assessments Project Based Learning Assessments Hands on Activities Evaluation of Lab Skills Common Assessments Formative/Summative Assessments Informal/Formal Assessments

MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	▪ In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (MS-PS1-4) ▪ Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (MS-PS1-1) ▪ The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (MS-PS1-4) **PS1.B: Chemical Reactions** ▪ Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-2),(MS-PS1-3),(MS-PS1-5) ▪ The total number of each type of atom is conserved, and thus the mass does not change. (MS-PS1-5) ▪ Some chemical reactions release energy, others store energy. (MS-PS1-6) **PS3.A: Definitions of Energy** ▪ The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (secondary to MS-PS1-4) ▪ The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (secondary to MS-PS1-4) **ETS1.B: Developing Possible Solutions** ▪ A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (secondary to MS-PS1-6) **ETS1.C: Optimizing the Design Solution** ▪ Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design. (secondary to MS-PS1-6) ▪ The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (secondary to MS-PS1-6) **Crosscutting Concepts** **Patterns** ▪ Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (MS-PS1-2) **Cause and Effect** ▪ Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-PS1-4) **Scale, Proportion, and Quantity** ▪ Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-PS1-1) **Energy and Matter** ▪ Matter is conserved because atoms are conserved in physical and chemical processes. (MS-PS1-5)		

	▪ The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS1-6) **Structure and Function** ▪ Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (MS-PS1-3) **Connections to Engineering, Technology, and Applications of Science** **Interdependence of Science, Engineering, and Technology** ▪ Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-PS1-3) **Influence of Science, Engineering and Technology on Society and the Natural World** ▪ The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-PS1-3) Application of scientific method and science process skills		