]Marshall Middle School/8th Grade Science
Curriculum Map -

	Atoms & Periodic Table	Forces & Motion	Groundwater: Human Impact	White Sands National Park
Standards	MS-PS1-1 MS-PS1-2 A MS-PS1-6	MS-PS2-1 MS-PS2-2 MS-PS2-4 MS-ETS1-4	MS-ESS3-2 MS-ESS3-3	HS-ETS1-3, HS-ESS3-2, HS-ESS3-1, HS-ESS3-4
Course Content	• Review SEP • Write a formal lab report • Claim Evidence and Reasoning (Scientific writing) • Elements • Periodic Table Arrangement • Atoms (PNE) • Atomic Structure • Isotopes • Compounds/Molecules • Mixtures • Balancing Equations	• Forces/types of forces • Gravity • Friction • Speed • Velocity • Acceleration • Variables • Newton's Laws of Motion	• Groundwater vocab • Reading a topographic map • Reading an isomap • Calculating and Converting between ppm and ppb • Reseach	• Mineral Definition • Mineral Identification •

Skills Taught	• Scientific writing o Conclusions (Claim, Evidence, Reasoning) • Planning an investigations • Variables • How to read the periodic table • How to draw an atom • How to identify an unknown substance • Ions & Bonds • Valence Electrons • How is one isotope different from another	• Definition of Motion • Types of Friction • Types of forces, vectors • Calculate Speed, Velocity, Acceleration • Review claim, evidence, reasoning	• Difference between porosity and permeability • Water testing • How to read a topographic map • How to calculate and convert ppm and ppb • How to read and create isomaps • Review claim, evidence, reasoning	• Determining whether something is a mineral or non-mineral • How to ID a mineral using physical properties. • How to determine the difference between the three types of rocks. •
Interventions	• Provide fill in the blank notes for low level students. • Provide a modified version of the unit test for special education students. • One-on-one instruction for students who struggle during lunch or after school. • Hands-on activities to help those students who are visual and tactile learners. • Modify lengthy assignments. • Use of a calculator as needed.	• Provide fill in the blank notes for low level students. • Provide a modified version of the unit test for special education students. • One-on-one instruction for students who struggle during lunch or after school. • Hands-on activities to help those students who are visual and tactile learners. • Modify assignments that are lengthy.	• Provide fill in the blank notes for low level students. • Provide a modified version of the unit test for special education students. • Layout adjustment of the test. • One-on-one instruction for students who struggle during lunch or after school. • Hands-on activities to help those students who are visual and tactile learners. • Modify assignments that are lengthy. • Grouping Lower students with	• Provide fill in the blank notes for low level students. • Provide a modified version of the unit test for special education students. • One-on-one instruction for students who struggle during lunch or after school. • Pass around samples of various rocks and minerals for students to touch. Help those students who are visual and tactile learners. • Modify assignments that

			stronger students during labs.	are lengthy. ● Grouping lower with stronger students during labs.
Resources Used	Textbook Computer Google Slides Internet Access Atom's Family Song Periodic Table of Elements Beads Pipe Cleaners Baking soda Baby powder Baking powder Powdered sugar Flour Cornstarch Tooth picks Clipboards Wax paper	Textbook Google Slides Shaving Cream Computer Calculators	Groundwater Contamination: Trouble in Fruitvale Kit Google Slides Computer Textbook Projector	Laptop Projector Mineral ID Kits Field Hardness Kits White Sands Unit Plan Mineral Samples to pass around Glue Scissors Colored paper Borax
Assessment	● Element Names & Symbols Quiz ● Atoms & PT Quiz ● Unit Test	● Egg Drop ● Unit Test	● Unit Test ● Well Testing ● Vocab quiz ● Clean-up Method research	● Unit Test ● Mineral ID Lab ●

CCSS Reading/Writing	**Reading Standards for Literacy in Science:** #3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. #4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts relevant to grades 6-8 texts and topics. **Writing Standards for Literacy in Science:** #2d Use precise language and domain-specific vocabulary to inform about or explain the topic. #1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. #1e Provide a concluding statement or section that follows from and supports the argument presented.	**Reading Standards for Literacy in Science:** #3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. #4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts relevant to grades 6-8 texts and topics. **Writing Standards for Literacy in Science:** #2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	**Reading Standards for Literacy in Science:** #3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. #4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts relevant to grades 6-8 texts and topics. #8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **Writing Standards for Literacy in Science:** #1e Provide a concluding statement or section that follows from and supports the argument presented. #2d Use precise language and domain-specific vocabulary to inform about or explain the topic. #6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly	**Reading Standards for Literacy in Science:** #3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. #4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts relevant to grades 6-8 texts and topics. **Writing Standards for Literacy in Science:** The primary focus of this unit is on the Reading Standards for Literacy in Science.

			and efficiently. #7 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	

Marshall Middle School/8th Grade
Earth Science
Curriculum Map

	Rocks/Geologic Time	Rising Tides	Climate

Standards	MS-ESS1-4	MS-ESS1-2, MS-ESS1-3, MS-PS4-1, MS-ESS3-5, MS-ESS1-1	HS-ESS3-1 MS-ESS3-5 MS-ESS3-2 MS-ESS3-3 MS-ESS3-4 MS-ESS2-5
Course Content	• Rock TypesReview • Geologic Time • Index Fossils • Law of superposition • CER Review	• Eclipse • Tides • Moon Phases • Seasons • Climate	• Severe Weather • Climate • Climate Change • Clues to Past Climates • Human Impacts
Interventions	• Provide fill in the blank notes for low level students. • Provide a modified version of the unit test for special education students. • One-on-one instruction for students who struggle during lunch or after school. • Provide hands-on activities to help those students who are visual and tactile learners • Modify assignments that are lengthy. • Grouping with stronger students during labs.	• .Provide fill in the blank notes for low level students. • Provide a modified version of the unit test for special education students. • One-on-one instruction for students who struggle during lunch or after school. • Provide hands-on activities to help those students who are visual and tactile learners • Grouping with stronger students during labs. • Modify assignments that are lengthy.	• Provide fill in the blank notes for low level students. • Provide a modified version of the unit test for special education students. • One-on-one instruction for students who struggle during lunch or after school. • Provide hands-on activities to help those students who are visual and tactile learners • Modify assignments that are lengthy. • Grouping with stronger students during labs.

Resources Used	Kesler Station Labs CER Notes Practice Assessment	Rising Tide Unit Plan TPT Computer Projector Videos Phases of Moon Lab stations Scavenger Hunt Review	Computer Projector Lab supplies videos Dice Charts and graphs
Assessment	● Quiz	Vocab Quiz Unit Test	● Unit test (interpreting graphs and written information)
CCSS Reading/ WRiting	**Reading Standards for Literacy in Science:** #3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. #4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts relevant to grades 6-8 texts and topics. #8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **Writing Standards for Literacy in Science:** #2d Use precise language and domain-specific vocabulary to inform about	**Reading Standards for Literacy in Science:** #3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. #4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts relevant to grades 6-8 texts and topics. #8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **Writing Standards for Literacy in Science:**	**Reading Standards for Literacy in Science:** #4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts relevant to grades 6-8 texts and topics. #8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **Writing Standards for Literacy in Science:** #1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. #1e Provide a concluding statement or section that follows from and supports the argument presented.

	or explain the topic. #1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. #1e Provide a concluding statement or section that follows from and supports the argument presented.	#2d Use precise language and domain-specific vocabulary to inform about or explain the topic. #1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. #1e Provide a concluding statement or section that follows from and supports the argument presented.	