

## FTSD Gr 8 Science Curriculum Guide

Subject: Science	Grade Level: 8
Unit 1: From Molecules to Organisms: Structures and Processes	Pacing:
Essential Questions	Enduring Understandings (DCI)
<p>How do organisms live, grow, respond to their environment, and reproduce?</p> <ul style="list-style-type: none"> <li>• How do the structures of organisms enable life's functions? (LS1.A)</li> <li>• How do organisms grow and develop? (LS1.B)</li> <li>• How do organisms obtain and use the matter and energy they need to live and grow? (LS1.C)</li> <li>• How do organisms detect, process, and use information about the environment? (LS1.D)</li> </ul>	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> <li>• All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (MS-LS1-1)</li> <li>• Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (MS-LS1-2)</li> <li>• In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (MS-LS1-3)</li> </ul> <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> <li>• Animals engage in characteristic behaviors that increase the odds of reproduction. (MS-LS1-4)</li> <li>• Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (MS-LS1-4)</li> <li>• Genetic factors as well as local conditions affect the growth of the adult plant. (MS-LS1-5)</li> </ul> <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> <li>• Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (MS-LS1-6)</li> <li>• Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new</li> </ul>

molecules, to support growth, or to release energy. (MS-LS1-7)

#### LS1.D: Information Processing

- Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. (MS-LS1-8)

#### PS3.D: Energy in Chemical Processes and Everyday Life

- The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen. (secondary to MS-LS1-6)
- Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials. (secondary to MS-LS1-7)

#### Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural systems. (MS-LS1-8)
- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (MS-LS1-4), (MS-LS1-5)

#### Scale, Proportion, and Quantity

- Phenomena that can be observed at one scale may not be observable at another scale. (MS-LS1-1)

#### Systems and System Models

- Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. (MS-LS1-3)

#### Energy and Matter

	<ul style="list-style-type: none"> <li>• Matter is conserved because atoms are conserved in physical and chemical processes. (MS-LS1-7)</li> <li>• Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (MS-LS1-6)</li> </ul> <p>Structure and Function</p> <ul style="list-style-type: none"> <li>• Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (MS-LS1-2)</li> </ul> <hr/> <p style="text-align: center;">Connections to Engineering, Technology and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> <li>• 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-LS1-1)</li> </ul> <hr/> <p style="text-align: center;">Connections to Nature of Science</p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> <li>• Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (MS-LS1-3)</li> </ul>
NGSS Standards	Classroom Applications
MS-LS1 From Molecules to Organisms: Structures and Processes	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. (MS-LS1-1).</li> <li>• Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS1-2).</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification (MS-LS1-3)]</li><li>• Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. MS-LS1-4).</li><li>• Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (MS-LS1-5).</li><li>• Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (MS-LS1-6)</li><li>• Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. MS-LS1-7</li><li>• Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. MS-LS1-8.)</li><li>• Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions (MS-ETS1-1)</li><li>• Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)</li><li>• Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success (MS-ETS1-3)</li></ul> |
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	<ul style="list-style-type: none"> <li>Develop a model to generate for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)</li> </ul> <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
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Connections to other DCIs in this grade-band: MS.PS1.B (MS-LS1-6),(MS-LS1-7); MS.LS2.A (MS-LS1-4),(MS-LS1-5); MS.LS3.A (MS-LS1-2); MS.ESS2.A (MS-LS1-6)	
Articulation of DCIs across grade-bands: 3.LS1.B (MS-LS1-4),(MS-LS1-5); 3.LS3.A (MS-LS1-5); 4.LS1.A (MS-LS1-2); 4.LS1.D (MS-LS1-8); 5.PS3.D (MS-LS1-6),(MS-LS1-7); 5.LS1.C (MS-LS1-6),(MS-LS1-7); 5.LS2.A (MS-LS1-6); 5.LS2.B (MS-LS1-6),(MS-LS1-7); HS.PS1.B (MS-LS1-6),(MS-LS1-7); HS.LS1.A (MS-LS1-1),(MS-LS1-2),(MS-LS1-3),(MS-LS1-8); HS.LS1.C (MS-LS1-6),(MS-LS1-7); HS.LS2.A (MS-LS1-4),(MS-LS1-5); HS.LS2.B (MS-LS1-6),(MS-LS1-7); HS.LS2.D (MS-LS1-4); HS.ESS2.D (MS-LS1-6)	
Common Core State Standards Connections:	
ELA/Literacy -	
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-3),(MS-LS1-4),(MS-LS1-5),(MS-LS1-6)

RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (MS-LS1-5),(MS-LS1-6)
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (MS-LS1-3),(MS-LS1-4)
WHST.6-8.1	Write arguments focused on discipline content. (MS-LS1-3),(MS-LS1-4)
WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS1-5),(MS-LS1-6)
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-LS1-1)
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.(MS-LS1-8)
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research. (MS-LS1-5),(MS-LS1-6)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS1-2),(MS-LS1-7)
Mathematics -	
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS1-1),(MS-LS1-2),(MS-LS1-3),(MS-LS1-6)
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (MS-LS1-4),(MS-LS1-5)
6.SP.B.4	Summarize numerical data sets in relation to their context. (MS-LS1-4),(MS-LS1-5)

### Curriculum Guide

Subject: Science	Grade Level: 8
Unit 2: Ecosystems: Interactions, Energy, and Dynamics	Pacing:

Essential Questions	Enduring Understandings (DCI)
<p>How and why do organisms interact with their environment and what are the effects of these interactions?</p> <ul style="list-style-type: none"> <li>• How do organisms interact with the living and nonliving environments to obtain matter and energy? (LS2.A)</li> <li>• How do matter and energy move through an ecosystem? (LS2.B)</li> <li>• What happens to ecosystems when the environment changes? (LS2.C)</li> <li>• How do organisms interact in groups so as to benefit individuals? (LS2.D)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (MS-LS2-1).</li> <li>• Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (MS-LS2-2)</li> <li>• Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (MS-LS2-3).</li> <li>• Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-4).</li> <li>• Evaluate competing design solutions for maintaining biodiversity and ecosystem services (MS-LS2-5).</li> </ul> <p>Patterns</p> <ul style="list-style-type: none"> <li>• Patterns can be used to identify cause and effect relationships. (MS-LS2-2)</li> </ul> <p>Cause and Effect</p> <ul style="list-style-type: none"> <li>• Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-LS2-1)</li> </ul> <p>Energy and Matter</p> <ul style="list-style-type: none"> <li>• The transfer of energy can be tracked as energy flows through a natural system. (MS-LS2-3)</li> </ul> <p>Stability and Change</p> <ul style="list-style-type: none"> <li>• Small changes in one part of a system might cause large changes in another part. (MS-LS2-4),(MS-LS2-5)</li> </ul> <hr style="border-top: 1px dashed #ccc;"/> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> <li>• The use 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-LS2-5)</li> </ul>

	<p style="text-align: center;">----- Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> <li>• Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-LS2-3)</li> </ul> <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> <li>• Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS2-5)</li> </ul>
NGSS Standards	Classroom Applications
<p>MS-LS2 Ecosystems: Interactions, Energy, and Dynamics</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (MS-LS2-1).</li> <li>• Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (MS-LS2-2)</li> <li>• Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (MS-LS2-3).</li> <li>• Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-4).</li> <li>• Evaluate competing design solutions for maintaining biodiversity and ecosystem services. (MS-LS2-5).</li> <li>• Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions (MS-ETS1-1)</li> <li>• Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)</li> <li>• Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success (MS-ETS1-3)</li> <li>• Develop a model to generate for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)</li> </ul>




	<ul style="list-style-type: none"> <li>•</li> </ul> <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p>Connections to other DCIs in this grade-band: MS.PS1.B (MS-LS2-3); MS.LS1.B (MS-LS2-2); MS.LS4.C (MS-LS2-4); MS.LS4.D (MS-LS2-4); MS.ESS2.A (MS-LS2-3),(MS-LS2-4); MS.ESS3.A (MS-LS2-1),(MS-LS2-4);MS.ESS3.C (MS-LS2-1),(MS-LS2-4),(MS-LS2-5)</p>	
<p>Articulation of DCIs across grade-bands: 1.LS1.B (MS-LS2-2); 3.LS2.C (MS-LS2-1),(MS-LS2-4); 3.LS4.D (MS-LS2-1),(MS-LS2-4); 5.LS2.A (MS-LS2-1),(MS-LS2-3); 5.LS2.B (MS-LS2-3); HS.PS3.B (MS-LS2-3);HS.LS1.C (MS-LS2-3); HS.LS2.A (MS-LS2-1),(MS-LS2-2),(MS-LS2-5); HS.LS2.B (MS-LS2-2),(MS-LS2-3); HS.LS2.C (MS-LS2-4),(MS-LS2-5); HS.LS2.D (MS-LS2-2);HS.LS4.C (MS-LS2-1),(MS-LS2-4); HS.LS4.D (MS-LS2-1),(MS-LS2-4),(MS-LS2-5); HS.ESS2.A (MS-LS2-3); HS.ESS2.E (MS-LS2-4); HS.ESS3.A (MS-LS2-1),(MS-LS2-5);HS.ESS3.B (MS-LS2-4); HS.ESS3.C (MS-LS2-4),(MS-LS2-5); HS.ESS3.D (MS-LS2-5)</p>	
<p>Common Core State Standards Connections:</p>	
<p>ELA/Literacy -</p>	
<p>RST.6-8.1</p>	<p>Cite specific textual evidence to support analysis of science and technical texts. (MS-LS2-1),(MS-LS2-2),(MS-LS2-4)</p>
<p>RST.6-</p>	<p>Integrate quantitative or technical information expressed in words in a text with</p>

8.7	a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS2-1)
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (MS-LS2-5)
RI.8.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (MS-LS2-4),(MS-LS2-5)
WHST.6-8.1	Write arguments to support claims with clear reasons and relevant evidence. (MS-LS2-4)
WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS2-2)
WHST.6-8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (MS-LS2-2),(MS-LS2-4)
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (MS-LS2-2)
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (MS-LS2-2)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS2-3)
Mathematics -	
MP.4	Model with mathematics. (MS-LS2-5)
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-LS2-5)
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS2-3)
6.SP.B.5	Summarize numerical data sets in relation to their context. (MS-LS2-2)

## Curriculum Guide

Subject: Science	Grade Level: 8
Unit 3: Heredity: Inheritance and Variation of Traits	Pacing:
Essential Questions	Enduring Understandings (DCI)
<p>How are characteristics of one generation passed to the next?</p> <p>How can individuals of the same species and even siblings have different characteristics?</p> <ul style="list-style-type: none"> <li>• How are the characteristics of one generation related to the previous generation? (LS3.A)</li> <li>• Why do individuals of the same species vary in how they look, function, and behave? (LS3.B)</li> </ul>	<p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> <li>• Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (secondary to MS-LS3-2)</li> </ul> <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> <li>• Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (MS-LS3-1)</li> <li>• Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (MS-LS3-2)</li> </ul> <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> <li>• In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (MS-LS3-2)</li> <li>• In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (MS-LS3-1)</li> </ul> <p>Cause and Effect</p>

	<ul style="list-style-type: none"> <li>• Cause and effect relationships may be used to predict phenomena in natural systems. (MS-LS3-2)</li> </ul> <p>Structure and Function</p> <ul style="list-style-type: none"> <li>• Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (MS-LS3-1)</li> </ul>
NGSS Standards	Classroom Applications
<p>MS - LS3 Heredity: Inheritance and Variation of Traits.</p> 	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. (MS-LS3-1).</li> <li>• Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (MS-LS3-2).</li> <li>• Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions (MS-ETS1-1)</li> <li>• Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)</li> <li>• Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success (MS-ETS1-3)</li> <li>• Develop a model to generate for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)</li> </ul> <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole</p>

	<p>Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</p> <p>helper, visual aids, modified tests/quizzes, modified homework  Enrichment: computer-based research, high level task, class presentation  Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p>Connections to other DCIs in this grade-band:  MS.LS1.A (MS-LS3-1); MS.LS4.A (MS-LS3-1)</p>	
<p>Articulation of DCIs across grade-bands:  3.LS3.A (MS-LS3-1),(MS-LS3-2); 3.LS3.B (MS-LS3-1),(MS-LS3-2); HS.LS1.A (MS-LS3-1); HS.LS1.B (MS-LS3-1),(MS-LS3-2); HS.LS3.A (MS-LS3-1),(MS-LS3-2);HS.LS3.B (MS-LS3-1),(MS-LS3-2)</p>	
<p>Common Core State Standards Connections:</p>	
<p>ELA/Literacy -</p>	
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (MS-LS3-1),(MS-LS3-2)
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (MS-LS3-1),(MS-LS3-2)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS3-1),(MS-LS3-2)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS3-1),(MS-LS3-2)
<p>Mathematics -</p>	
MP.4	Model with mathematics. (MS-LS3-2)
6.SP.B.5	Summarize numerical data sets in relation to their context. (MS-LS3-2)

## Curriculum Guide

Subject: Science	Grade Level: 8
Unit 4: Biological Evolution: Unity and Diversity	Pacing:
Essential Questions	Enduring Understandings
<p>How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?</p> <p>How does biodiversity affect humans?</p> <ul style="list-style-type: none"> <li>• What evidence shows that different species are related? (LS4.A)</li> <li>• How does genetic variation among organisms affect survival and reproduction? (LS4.B)</li> <li>• How does the environment influence populations of organisms over</li> </ul>	<p>LS4.A: Evidence of Common Ancestry and Diversity</p> <ul style="list-style-type: none"> <li>• The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth. (MS-LS4-1)</li> <li>• Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent. (MS-LS4-2)</li> <li>• Comparison of the embryological development of different species also reveals similarities that show relationships not evident in the fully-formed anatomy. (MS-LS4-3)</li> </ul> <p>LS4.B: Natural Selection</p> <ul style="list-style-type: none"> <li>• Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (MS-LS4-4)</li> <li>• In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (MS-LS4-5)</li> </ul> <p>LS4.C: Adaptation</p>

<p>multiple generations? (LS4.C)</p> <ul style="list-style-type: none"> <li>• What is biodiversity, how do humans affect it, and how does it affect humans? (LS4.D)</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (MS-LS4-6)</li> </ul> <p>Patterns</p> <ul style="list-style-type: none"> <li>• Patterns can be used to identify cause and effect relationships. (MS-LS4-2)</li> <li>• Graphs, charts, and images can be used to identify patterns in data. (MS-LS4-1),(MS-LS4-3)</li> </ul> <p>Cause and Effect</p> <ul style="list-style-type: none"> <li>• Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (MS-LS4-4),(MS-LS4-5),(MS-LS4-6)</li> </ul> <hr/> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> <li>• 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-LS4-5)</li> </ul> <hr/> <p>Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> <li>• Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-LS4-1),(MS-LS4-2)</li> </ul> <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> <li>• Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS4-5)</li> </ul>
<p>NGSS Standards</p>	<p>Classroom Applications</p>
<p>MS-LS4 Biological Evolution: Unity</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Analyze and interpret data for patterns in the fossil</li> </ul>

<p>and Diversity</p>	<p>record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. (MS-LS4-1)</p> <ul style="list-style-type: none"> <li>• Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. (MS-LS4-2).</li> <li>• Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. (MS-LS4-3).</li> <li>• Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. (MS-LS4-4).</li> <li>• Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. (MS-LS4-5).</li> <li>• Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. (MS-LS4-6).</li> </ul> <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper,</p>
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	<p>visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking tasks, class presentations</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p>Connections to other DCIs in this grade-band:</p> <p>MS.LS2.A (MS-LS4-4),(MS-LS4-6); MS.LS2.C (MS-LS4-6); MS.LS3.A (MS-LS4-2),(MS-LS4-4); MS.LS3.B (MS-LS4-2),(MS-LS4-4),(MS-LS4-6); MS.ESS1.C (MS-LS4-1),(MS-LS4-2),(MS-LS4-6); MS.ESS2.B (MS-LS4-1)</p>	
<p>Articulation of DCIs across grade-bands:</p> <p>3.LS3.B (MS-LS4-4); 3.LS4.A (MS-LS4-1),(MS-LS4-2); 3.LS4.B (MS-LS4-4); 3.LS4.C (MS-LS4-6); HS.LS2.A (MS-LS4-4),(MS-LS4-6); HS.LS2.C (MS-LS4-6); HS.LS3.B(MS-LS4-4),(MS-LS4-5),(MS-LS4-6); HS.LS4.A (MS-LS4-1),(MS-LS4-2),(MS-LS4-3); HS.LS4.B (MS-LS4-4),(MS-LS4-6); HS.LS4.C (MS-LS4-4),(MS-LS4-5),(MS-LS4-6);HS.ESS1.C (MS-LS4-1),(MS-LS4-2)</p>	
<p>Common Core State Standards Connections:</p>	
<p>ELA/Literacy -</p>	
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (MS-LS4-1),(MS-LS4-2),(MS-LS4-3),(MS-LS4-4),(MS-LS4-5)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS4-1),(MS-LS4-3)
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-LS4-3),(MS-LS4-4)
WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS4-2),(MS-LS4-4)
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-LS4-5)
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research. (MS-LS4-2),(MS-LS4-4)
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (MS-LS4-2),(MS-LS4-4)
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (MS-LS4-2),(MS-LS4-4)

Mathematics -	
MP.4	Model with mathematics. (MS-LS4-6)
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-LS4-4),(MS-LS4-6)
6.SP.B.5	Summarize numerical data sets in relation to their context. (MS-LS4-4),(MS-LS4-6)
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-LS4-1),(MS-LS4-2)
7.RP.A.2	Recognize and represent proportional relationships between quantities. (MS-LS4-4),(MS-LS4-6)