



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: **Science**

COURSE: **Science, Grade 8**

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Science, Grade 8

Department: Science

Board Approval	Supervisor	Notes
December 2008	Patrick Sullivan	Born Date
August 2011	Patrick Sullivan	Revisions
May 2016	Patrick Sullivan	Revisions
July 2017	Patrick Sullivan	Revisions
March 2019	Patrick Sullivan	Review
August 2022	Patrick Sullivan	Alignment to Standards
August 2024	Patrick Sullivan	Updated to include New State Mandates
August 2025	Patrick Sullivan	Alignment to Standards & Revisions
August 2025	Patrick Sullivan	Alignment to Standards and Revisions
August 2026	Patrick Sullivan	Revisions

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Township of Ocean Pacing Guide			
Week	Quarter 1	Week	Quarter 3
1	Scientific Practice/ Engineering-Design, CER Writing	21	Physical Science: Thermal Energy & Heat Transfer
2	Scientific Practice/ Engineering-Design, CER Writing	22	Physical Science: Thermal Energy & Heat Transfer
3	Scientific Practice/ Engineering-Design, CER Writing	23	Physical Science: Waves and Their Applications
4	Physical Science: Motion and Stability	24	Physical Science: Waves and Their Applications
5	Physical Science: Motion and Stability	25	Physical Science: Waves and Their Applications
6	Physical Science: Motion and Stability	26	Physical Science: Matter and Its Interactions
7	Physical Science: Motion and Stability	27	Physical Science: Matter and Its Interactions
8	Physical Science: Motion and Stability	28	Physical Science: Matter and Its Interactions
9	Physical Science: Motion and Stability	29	Physical Science: Matter and Its Interactions
10	Physical Science: Motion and Stability	30	Physical Science: Matter and Its Interactions
Week	Quarter 2	Week	Quarter 4
11	Physical Science: Motion and Stability	31	Physical Science: Matter and Its Interactions
12	Physical Science: Newton's Laws of Motion	32	Physical Science: Matter and Its Interactions
13	Physical Science: Newton's Laws of Motion	33	Physical Science: Matter and Its Interactions
14	Physical Science: Newton's Laws of Motion	34	Physical Science: Matter and Its Interactions
15	Physical Science: Kinetic and Potential Energy	35	Physical Science: Matter and Its Interactions
16	Physical Science: Kinetic and Potential Energy	36	Physical Science: Matter and Its Interactions
17	Physical Science: Energy Transfer	37	Physical Science: Matter Project

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18	Physical Science: Energy Transfer	38	Physical Science: Matter Project
19	Physical Science: Motion & Energy Project	39	Physical Science: Matter Project
20	Physical Science: Motion & Energy Project	40	Final Benchmark

Climate Change: Chemical Reactions (NJSL-S: MS-ESS3-5)

Core Instructional & Supplemental Materials including various levels of Texts

No Text Used - All digital resources

Digital Resources Across All Levels: (D=differentiated)

Edpuzzle (D)
Gizmo (D)
Science World Articles
YouTube Streaming Videos
PhET Interactive Simulations (D)
Ted Talks

Time Frame

Unit 1 (3 weeks)

Topic

Science Practices:

- Engineering Design Process
- Problem solving using criteria and constraints
- Data collection, analysis and redesigning based on findings
- Communication of solutions
- Claim-Evidence-Reasoning writing

Alignment to Standards

MS-ETS1-1: 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-ETS1-2: Students who demonstrate understanding can: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

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MS-ETS1-3: Students who demonstrate understanding can: 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-ETS1-4: Students who demonstrate understanding can: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Learning Objectives and Activities

Learning Objectives:

- How do scientists/engineers identify and define problems that need solutions in the natural and designed world?
- How do criteria and constraints influence the design/testing process?
- How can models and prototypes be used to develop and communicate solutions?
- How can testing and data analysis be used to evaluate and explain the science behind the effectiveness of a design?
- How can designs be improved through optimization and redesign?

Learning Activities:

- Lab Safety
- Metric Measurement practice
- Claim-Evidence-Reasoning practice and activities
- Reading and creating graphs through various mini labs
- Engaging in arguments from evidence
- Generate, discuss, analyze and interpret data

Assessments

Formative:

- Lab write ups (designing, data collecting, CER writing)
- Analyze and interpret data to determine similarities, differences and conclusions
- Engage in both spoken and written explanations and argumentation

Summative:

- Analyze and interpret data to provide evidence for phenomena
- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories

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and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

Benchmark:

- Science reasoning skills (interpreting graphics)

Alternative:

- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.

Interdisciplinary Connections

- Recognize and represent proportional relationships between quantities
- Reason abstractly and quantitatively
- MP.4 Model with mathematics

New Jersey Student Learning Standards

ELA:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

W.SE.8.6 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.

SL.II.8.2. Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Mathematics:

8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

Career Readiness, Life Literacies, and Key Skills

9.1.5.TL.2 Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Technology Integration

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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame

Unit 2 (22 weeks)

Topic

Physical Science: Motion and Stability-Forces and Interactions

- Motion (velocity, acceleration, motion graphs)
- Forces (balanced and unbalanced forces, gravity, friction, air resistance)
- Newton's Laws (real world application of the three laws)
- Momentum and Collisions (conservation of momentum)

Physical Science: Energy

- Energy basics and transfer (potential energy, kinetic energy, conservation of energy)
- Thermal energy and transfer (convection, conduction radiation, change in energy of particles, temperature vs thermal energy)

Physical Science: Waves and Their Applications

- Wave properties (types of waves, wavelength, amplitude)
- Reflection, absorption, transmission of waves

Science Practices:

- Students are able to describe how science and engineering involve creative processes that include generating and testing ideas, making observations and formulating explanations; and can apply these processes in their own investigations.

Alignment to Standards

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: Students who demonstrate understanding can: 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

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objects are not in contact.

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: Students who demonstrate understanding can: 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: Students who demonstrate understanding can: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

MS-PS3-4: Students who demonstrate understanding can: 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

MS-PS4-1: Students who demonstrate understanding can: 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: Students who demonstrate understanding can: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

MS-ETS1-1: 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-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3: 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-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Learning Objectives and Activities

Learning Objectives:

- 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).
- 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.
- 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.
- Forces that act at a distance (electric, magnetic, and gravitational) can be explained

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by fields that extend through space and can be mapped by their effect on a test object (a charged object or a ball, respectively).

- 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.

Learning Activities:

- Forces and Motion Activities
- Photogate labs using a car and ramp
- Constructing Explanations
- Engaging in argument from evidence
- Planning and carrying out investigations
- Analyze and interpret data
- Developing models
- Refining models
- Generate, discuss, and analyze data
- Engage in both spoken and written explanations and argumentation
- Reflect on their own understanding
- Energy Photogate Lab Data including line graph
- Friction Lab

Assessments

Formative:

- Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- Quick checks and exit slips

Summative:

- Boardwalk Game Construction Project
- Virtual Rube Goldberg Machine Challenge
- Assessments
- CER conclusions

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Interdisciplinary Connections

New Jersey Student Learning Standards

ELA:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

W.SE.8.6 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.

SL.II.8.2. Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Mathematics:

8.EE.C.8b Solve systems of two linear equations in two variables using the substitution method and estimate solutions by graphing the equations. Solve simple cases by inspection.

8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

7.EE.B.4a Solve word problems leading to equations of the form $px + q = r$ and $p(x+q)=r$, where p , q , and r are specific rational numbers. Solve equations of these forms with accuracy and efficiency. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

A.REI.C.6 Solve systems of linear equations algebraically (include using the elimination method) and graphically, focusing on pairs of linear equations in two variables.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

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9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.1.5.TL.2 Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Technology Integration

- Gizmos Simulations
- PhET Simulations

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Time Frame	Unit 2 (20 weeks)
Topic	
Physical Science: Matter and Its Interactions • Structure of Matter (atoms, elements, compounds, molecules, periodic table structure, atomic structure, isotopes and ions) • Properties of Matter (physical and chemical properties, particle motion of states of matter and phase changes, gas laws) • Chemical Reactions (reactants and products, conservation of mass, endothermic and exothermic reactions, evidence of chemical reactions, climate change) • Synthetic Materials	
Alignment to Standards	

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MS-PS1-1: Develop models to describe the atomic composition of simple molecules and extended structures.

MS-PS1-2: Students who demonstrate understanding can: 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: Students who demonstrate understanding can: 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.

MS-PS1-6: Students who demonstrate understanding can: Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

MS-ESS3-5: Students who demonstrate understanding can: Ask questions to clarify evidence of the factors that have caused climate change over the past century.

Learning Objectives and Activities

Learning Objectives:

- 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.
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.
- 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.
- Cause and effect relationships may be used to predict phenomena in natural or designed systems.
- Structures can be designed to serve particular functions by taking into account properties of different materials and how materials can be shaped and used.

Learning Activities:

- Molecules in Motion
- States of Matter Basics
- Build-a-Molecule station activities
- Topic Activities
 - "Compounds vs. Mixtures"
 - "Classifying Matter"
 - "Phases of Matter Cartoon"
 - "Arranging the Elements"
 - Gas Laws Lab

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- Project/Performance Assessments - "Element Social Media Post"

Assessments

Formative:

- Lab submissions
- Exit slips, quick checks

Summative:

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- 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.
- Assessments
- CER conclusions

Alternative:

- 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.

Interdisciplinary Connections

New Jersey Student Learning Standards

ELA:

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- C.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence

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individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

W.AW.8.1. Write arguments on discipline- specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish alternate opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

RI.CT.8.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.SE.8.6 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.

SL.II.8.2. Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Mathematics:

.6.G.A.4 Represent three-dimensional figures (e.g., pyramid, triangular prism, rectangular prism) using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.1.5.TL.2 Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Technology Integration

- Gizmos Simulations
- PhET Simulations

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Modified assignments and assessments
- Use of additional visuals
- Introduce key vocabulary before lesson
- Connect lessons to prior experiences/knowledge
- Provide peer tutoring
- Translation technology when needed
- Guided notes and/or scaffold outline for written assignments

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books/digital text
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

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- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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