



Grade 8 Science – Course 3
Unit 3 – Earth and Space Science
Topic 9 Earth-Sun-Moon System – 16 Days

Unit Overview – The Earth and Space Science unit consists of five topics. In Topic 6 students investigate the history of Earth, Earth’s geologic features, and Earth’s living organisms. Topic 7 focuses on energy flow through Earth’s atmosphere and oceans. Students focus on the impact of natural and human factors on Earth’s climate in Topic 8. Topic 9 explores the effect of the sun and moon on Earth. The formation of celestial bodies, discovery of other planetary systems, and the understanding of the universe is the context of Topic 10.

Topic Essential Question How does the sun and moon affect Earth?

Lessons

- Topic Launch/Quest Kickoff
- Lesson 1 Movement in Space
- Lesson 2 Earth’s Movement in Space
- Lesson 3 Phases and Eclipses
- Topic Close – Assessment, Quest Findings

NYSSLS Performance Expectations

MS-ESS1-1. Develop and use a model of the Earth-Sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the Sun and moon, and seasons. [Clarification Statement: Examples of models could include physical, graphical, or conceptual models.]

Topic Opener

PE: MS-ESS1-1

SEP: Developing and Using Models

DCI

ESS1.A – The Universe and Its Stars

- Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (MS-ESS1-1)

ESS1.B – Earth and the Solar System

- This model of the solar system can explain eclipses of the sun and the moon. Earth’s spin axis is fixed in direction over the short- term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (MS-ESS1-1)

CCC: Patterns; Systems, and System Models

Savvas

- Topic Readiness Test
- uConnect Lab – What is at the Center?
- Quest Kickoff Video – How are tides related to our place in space?

<p><u>Lesson 1 – Movement in Space</u> PE:MS-ESS1-1 SEP: Developing and Using Models DCI: ESS1.A – The Universe and its Stars</p> <ul style="list-style-type: none"> Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (MS-ESS1-1) <p>CCC: Patterns</p>	<p>Savvas Guiding Objectives:</p> <ul style="list-style-type: none"> Students will identify objects and constellations visible without a telescope in the night sky. Students will develop models to explain the apparent motions of stars and planets throughout the year. Students will use models to explain the motion of Earth, other planets, and the sun through space. <p>Literacy Connection</p> <ul style="list-style-type: none"> Integrate With Visuals <p>Vocabulary</p> <table border="0"> <tr> <td>• satellite</td> <td>• constellation</td> </tr> <tr> <td>• star</td> <td>• geocentric</td> </tr> <tr> <td>• planet</td> <td>• heliocentric</td> </tr> <tr> <td>• meteor</td> <td>• ellipse</td> </tr> <tr> <td>• comet</td> <td></td> </tr> </table> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> observations <p>Connect - TE/SB p.428</p> <ul style="list-style-type: none"> Connect It! Quest Connection Poll – Observation of the Night Sky <p>Investigate - TE/SB pp.429-435</p> <ul style="list-style-type: none"> uInvestigate Lab – Watching the Skies* Video – Movement in Space Interactivity – Evidence in Observations Literacy Connection (p.434) Reading Check (pp.431; 433) Math Toolbox (p.430) <p>Synthesize - TE/SB pp. 436-437</p> <ul style="list-style-type: none"> Interactivity – Interpreting the Night Sky Quest Check-In Interactivity – Tides and Earth’s Motion Quest Check-In Reading Check (p.436) Model It! (p.436) <p>Demonstrate – TE/SB p.437</p> <ul style="list-style-type: none"> Lesson 1 Check Lesson Quiz 1 <p>*Denotes accompanying lab video</p>	• satellite	• constellation	• star	• geocentric	• planet	• heliocentric	• meteor	• ellipse	• comet	
• satellite	• constellation										
• star	• geocentric										
• planet	• heliocentric										
• meteor	• ellipse										
• comet											

<p><u>Lesson 2 – Earth’s Movement in Space</u> PE: MS-ESS1-1 SEP: Developing and Using Models DCI: ESS1.B – Earth and the Solar System</p> <ul style="list-style-type: none"> This model of the solar system can explain eclipses of the sun and the moon. Earth’s spin axis is fixed in direction over the short- term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (MS-ESS1-1) <p>CCC: Patterns</p>	<p>Savvas Guiding Objectives:</p> <ul style="list-style-type: none"> Students will use patterns observed from their model to: Explain what causes the cycle of seasons on Earth; describe how the moon affects the amount of daylight. Students will use their model to describe factors that keep the moon and Earth in orbit. <p>Literacy Connection</p> <ul style="list-style-type: none"> Cite Textual Evidence <p>Vocabulary</p> <ul style="list-style-type: none"> axis rotation revolution orbit solstice equinox gravity law of universal gravitation inertia <p>Academic Vocabulary</p> <ul style="list-style-type: none"> hypothesize <p>Connect - TE/SB p. 440</p> <ul style="list-style-type: none"> Connect It! Quest Connection Inquiry Warm-Up Lab – Patterns: Day and Night <p>Investigate - TE/SB pp. 441-446</p> <ul style="list-style-type: none"> Video – Earth’s Movement in Space <i>u</i>Investigate Lab – Lighten Up! Interactivity – Patterns in Earth’s Rotation and Revolution Interactivity - What Keeps Objects in Motion? Design It! (p. 442) Math Toolbox (p.446) Literacy Connection (p.443) <p>Synthesize - TE/SB pp. 447-448</p> <ul style="list-style-type: none"> Interactivity – Seasons on Earth Quest Check-In Interactivity – Tides and the Moon’s Gravity Reading Check (p.447) Quest Check-In <p>Demonstrate – TE/SB p. 448</p> <ul style="list-style-type: none"> Lesson 2 Check Lesson 2 Quiz
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Lesson 3 – Phases and Eclipses

PE: MS-ESS1-1

SEP: Developing and Using Models

DCI:

ESS1.B – Earth and the Solar System

- This model of the solar system can explain eclipses of the sun and the moon. Earth’s spin axis is fixed in direction over the short- term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (MS-ESS1-1)

CCC: Patterns

Savvas

Guiding Objectives:

- Students will use patterns observed from their models to explain why the moon appears to change shape.
- Students will use patterns observed from their models to describe what causes solar and lunar eclipses.
- Students will use their models to: Predict the position of the Earth, sun, and moon during a given type of eclipse; describe how the sun and moon affect tides.

Literacy Connection

- Summarize Text

Vocabulary

- phase
- eclipse
- umbra
- penumbra
- tide
- spring tide
- neap tide

Academic Vocabulary

- significant

Connect - TE/SB p. 450

- Connect It!
- Quest Connection
- Write – Why Can You See the Moon During the Day?

Investigate - TE/SB pp. 451-453; 455

- “Investigate Lab – How Does the Moon Move?*
- Video – Phases and Eclipses
- Interactivity – Our View of the Moon
- Interactivity – Eclipses
- Virtual Lab – Shadows in Space
- Literacy Connection (p.452)
- Reading Check (pp. 453; 455)
- Math Toolbox (p.409)
- Model It! (p.455)

Synthesize - TE/SB pp. 454; 456-458

- Interactivity – Moon Phases and Eclipses
- Quest Check-In Lab – The Moon’s Revolution and Tides
- Math Toolbox (p.456)
- Reading Check (p.457)
- Quest Check-In

Demonstrate – TE/SB p.458

- Lesson 3 Check
- Lesson 3 Quiz

*Denotes accompanying lab video

<p>Topic Close</p> <ul style="list-style-type: none"> • Topic 9 Assessment and Remediation TE/SB pp. 460 - 463 • Quest Finding and Reflection TE/SB p. 463 	<p>Topic 9 Enrichment</p> <p>Topic 9 - Lesson 1 Enrichment</p> <ul style="list-style-type: none"> • Enrichment – Models of the Universe • Case Study – The Ptolemaic Model: Explaining the Unexplained (pp.438-439) <p>Topic 9 - Lesson 2 Enrichment</p> <ul style="list-style-type: none"> • Enrichment – Glaciation and Earth’s Movement • It’s All Connected – Tracking Time in the Sky (p.449) <p>Topic 9 - Lesson 3 Enrichment</p> <ul style="list-style-type: none"> • Enrichment – How Long is a Day? • uEngineer It – Power from the Tides (pp.459) <p>Topic 9 Close</p> <ul style="list-style-type: none"> • uDemonstrate Lab – Modeling Lunar Phases (pp.464-467)
<p>English Language Learners (ELL) Enhancements</p> <p>To access hyperlinked material, you must be logged into your BPS Google Drive</p>	<p>Listening</p> <ul style="list-style-type: none"> • Cross- Linguistic Practices: Gives students opportunities to make connections between what they hear and their home language (For example, allow students to listen to a passage and identify cognates). • Activating Prior Knowledge Activating prior knowledge means both eliciting from students what they already know and building initial knowledge that they need in order to access upcoming content. • Visuals - GIFs, pictures- will assist students in understanding what they are listening to. Use visual thinking strategies to set the lens for learning. • Video to review or introduce a topic – use closed captioning to help students see the words and pronunciations while they listen to the content. • Word stretching / Vowel stretching when instructing allows student to listen closely to the pronunciation of the word. • Performance Level Descriptors this document provides teachers with a description of what output they can expect from students based on earned NYSESLAT levels in the modality of listening. <p>Speaking</p> <ul style="list-style-type: none"> • Sentence Stems/Frames - to begin a sentence - such as <i>Evolution is...</i> or <i>I think that evolution is...</i> • Academic Conversation Starters: Have a visual of a list of academic sentence starters that students can refer to in a discussion. • Choral Reading - To build fluency, self-confidence and motivation with reading/speaking. • Create movement to go with the word. Movement can be a motivating factor, as well as a kinesthetic tool for conceptualizing the rhythm and flow of fluent reading while triggering brain function for optimal learning. • Performance Level Descriptors This document provides teachers with a description of what output they can expect from students based on earned NYSESLAT levels in the modality of speaking. <p>Reading</p> <ul style="list-style-type: none"> • Supplementary Text to help reinforce concepts. • Visual Aids - Pictures or models to support vocabulary words and concepts • Video to review or introduce a topic - use closed captioning to help students read along while they listen to the content. • 4 Square / Frayer models to help students gain a deeper understanding of vocabulary. • Highlighting important text to assist students in answering questions after the reading. • Chunking-Break reading of text into chunks or paragraphs

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	<ul style="list-style-type: none"> ● Vocabulary Morphology- Morphology relates to the segmenting of words into affixes (prefixes and suffixes) and roots or base words, and the origins of words. Understanding that words connected by meaning can be connected by spelling can be critical to expanding a student's vocabulary. ● Performance Level Descriptors this document provides teachers with a description of what output they can expect from students based on earned NYSESLAT levels in the modality of reading. <p><u>Instructional Accommodations (depending on the student's needs)</u></p> <ul style="list-style-type: none"> ● Extended time for tests in class, projects and assignments ● Directions read. Broken down as necessary ● Model how to complete the activity in the lesson ● Oral simplification of directions or questions ● Translated version of test when available. Student may have both version English and native language version ● Use of approved bilingual glossaries from NYS in each subject
<p>Special Education Modifications</p> <p>Special Education students must have accommodations as per Individual Educational Plan (IEP)</p>	<p><u>Instructional</u></p> <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Use picture vocabulary ● Scaffold Depth of Knowledge questions ● Provide copy of notes/notes in "cloze" form ● Use of Think, Pair, and Share strategy to help process information ● Scaffold written assignments with the use of graphic organizers ● Allow for multiple ways to respond (verbal, written, response board) ● Provide model of performance task ● Modify informational text to fit the needs of the students ● Provide a digital or paper interactive notebook ● Present complex tasks in multiple ways ● Provide mnemonic strategies for scientific concepts <p><u>Technology:</u></p> <ul style="list-style-type: none"> ● Audio reading of text ● Text to type functions ● Videos to clarify/visualize science concepts ● Record class lecture/discussions and make accessible to student ● Nearpod- interactive presentations of notes <p><u>In Class Assessments</u></p> <ul style="list-style-type: none"> ● Provide multiple options for projects ● Use of timer in class ● Break all complex tasks into chunks
<p>Step Up to Writing</p> <p>Step Up to Writing Materials can be found in BPS Science K-12 Schoology Folder→Grade 8 Resources→Grade 8 SUTW materials</p>	<ul style="list-style-type: none"> ● Easy Two-Column Notes ● Breaking Down Definitions ● Paragraph Frame- What I Learned ● Performance Level Descriptors this document provides teachers with a description of what output they can expect from students based on earned NYSESLAT levels in the modality of writing.

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Culturally and Linguistically Responsive Teaching (CLRT) in the Science Classroom	<ul style="list-style-type: none">• Materials, resources, and/or discussions address diverse cultural backgrounds and real-world applications• Artifacts (posters, charts, etc.) in the science classroom are representative of the cultures of the student population• All students are given an opportunity to engage in science discourse• Teacher demonstrates high expectations for all students
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