

Pacing Guide 2008-2009
Subject –Physical Science
Grade: Level 8

Grading Period: Quarter 1

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
3 weeks 8/18-9/8	<p>1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know position is defined in relation to some choice of a standard reference point and a set of reference directions. b. Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary. c. Students know how to solve problems involving distance, time, and average speed. d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object. e. Students know changes in velocity may be due to changes in speed, direction, or both. f. Students know how to 	Text Ch. 1	Ch. 1 fast file Science Notebook pg. 2-12 4 in one lab manual Interactive DVD's	Ch. 1 Test	

May 2008
Tom Washburn

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	<p>interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will</p> <p>b. Evaluate the accuracy and reproducibility of data</p> <p>d. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data.</p> <p>e. Construct appropriate graphs from data and develop quantitative statements about the relationship between variables.</p>				

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
3 weeks 9/9-9/29	<p>2.Unbalanced forces cause changes in velocity. As a basis for understanding this concept:</p> <p>a. Students know a force has both direction and magnitude.</p> <p>b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.</p> <p>c. Students know when the forces on an object are balanced; the motion of the object does not change.</p> <p>d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.</p> <p>e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).</p> <p>f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in</p>	Text Ch.2	Ch.2 fast file Science notebook pg.13-24 4 in 1 lab manual DVD's	Ch. 2 test	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
	<p>motion.</p> <p>g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <p>A. Plan and conduct a scientific investigation to test a hypothesis.</p> <p>D. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data</p> <p>.G. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data.</p>				

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
3 weeks 9/30-10/22	<p>8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <ul style="list-style-type: none"> a. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume. b. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced. c. Students know how to predict whether an object will float or sink. d. Students know how to 	Text Ch.3	Ch. 3 fast file Science notebook pg.25-36 4 in 1 lab manual DVD's	Ch. 3 test	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Quarter Test 10/7	<p>predict whether an object will float or sink</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <p>f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure × area, volume = area × height).</p>				Quarter Test Ch. 1 and 2

Grading Period: Second Quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
3 weeks 10/23-11/13	<p>3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:</p> <p>a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.</p> <p>f. Students know how to use the periodic table to identify elements in simple compounds</p> <p>7 The organization of the periodic table is based on properties of the elements and reflects the structure of atoms.</p> <p>b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and</p>	Text Ch.4	Ch.4 Fast file Science notebook pg.37-48 4 in 1 lab manual DVD's	Ch. 4 test	

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				Mat'ls	District
	<p>addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <p>e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.</p>				

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
2 weeks and one day 11/14-12/2	<p>3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons. b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements. c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers. f. Students know how to use the periodic table to identify elements in simple compounds 	Text Ch.5	Ch. 5 fast file Science notebook pg. 49-58 4 in 1 lab manual DVD's	Ch. 5 test	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
	<p>7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept</p> <p>c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will</p> <p>a .Plan and conduct a scientific investigation to test a hypothesis</p> <p>e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables</p> <p>3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of</p>				

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				Mat'ls	District
<p>2 weeks 12/3-12/16</p> <p>Quarter Test 12/17</p>	<p>the elements. As a basis for understanding this concept</p> <p>d. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure.</p> <p>e. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will</p> <p>e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.</p> <p>g. Distinguish between linear and nonlinear relationships on a graph of data.</p>	Text Ch.6	Ch.6 fast file Science notebook pg.59-66 4 in 1 lab manual DVD's	Ch. 6 test	Quarter Test Ch. 3,4,5,6

Grading Period: Third Quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
3 weeks 1/5-1/26	<p>2 Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:</p> <p style="padding-left: 40px;">f. Students know how to use the periodic table to identify elements in simple compounds</p> <p>7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:</p> <p style="padding-left: 40px;">a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases.</p> <p style="padding-left: 40px;">b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.</p> <p style="padding-left: 40px;">c. Students know substances can be</p>	Text Ch.7	Ch. 7 fast file Science notebook pg. 67-78 4 in 1 lab manual DVD's	Ch. 7 test	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
	<p>classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.</p> <p>5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:</p> <p>d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <p>a. Plan and conduct a scientific investigation to test a hypothesis.</p> <p>e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables</p>				

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
4 weeks 1/27-2/25	<p>3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept</p> <ul style="list-style-type: none"> b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements f. Students know how to use the periodic table to identify elements in simple compounds <p>5 Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know reactant atoms and molecules interact to form products with different chemical properties. b. Students know the idea of atoms explains 	Text Ch.8	Ch. 8 fast file Science notebook pg. 79-90 4 in 1 lab manual DVD's	Ch. 8 test	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
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	<p>the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.</p> <p>c. Students know chemical reactions usually liberate heat or absorb heat.</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <p>a. Plan and conduct a scientific investigation to test a hypothesis</p> <p>e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables</p>				

Grading Period: Fourth Quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
3 weeks 2/26-3/19	<p>5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:</p> <p style="padding-left: 40px;">e. Students know how to determine whether a solution is acidic, basic, or neutral</p> <p>7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept</p> <p style="padding-left: 40px;">c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p>	Text Ch.9	Ch. 9 fast file Science notebook pg.91-100 4 in 1 lab manual DVD's	Ch. 9 test	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Quarter Test 3/12	<ul style="list-style-type: none"> a. Plan and conduct a scientific investigation to test a hypothesis. b. Evaluate the accuracy and reproducibility of data. e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables 				Quarter Test Ch. 7&8

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
3 weeks 3/20-4/16	<p>6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms. b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA. <p>3. Each of the more than 100 elements of matter has distinct properties and a</p>	Text Ch.10	Ch. 10 fast file Notebook pg.101-112 4 in 1 lab manual DVD's	Ch. 10 test	

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				Mat'ls	District
3 weeks 4/17-5/7	<p>distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:</p> <p>c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will</p> <p>c. Distinguish between variable and controlled parameters in a test</p> <p>e, Distinguish between variable and controlled parameters in a test</p> <p>2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept</p> <p>g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.</p>	Text Ch.11	Ch. 11 fast file Notebook pg.113-126 4 in 1 lab manual DVD's	Ch. 11 test	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
	<p>3 The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept</p> <p>c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.</p> <p>d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.</p> <p>e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.</p>				

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
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2 weeks 5/8-5/21	<p>4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:</p> <p>b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.</p> <p>c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.</p> <p>d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light</p>	Text Ch. 12	<p>Ch. 12 fast file Science notebook pg. 127-138 4 in 1 lab manual DVD's</p>	Ch. 12 test	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
	<p>2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept</p> <p style="padding-left: 40px;">g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.</p> <p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will</p> <p style="padding-left: 40px;">d. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data</p>				