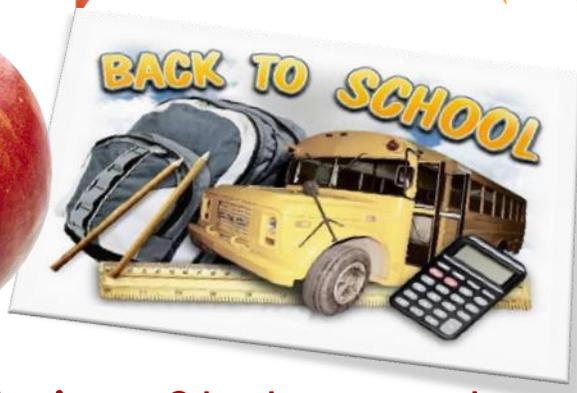
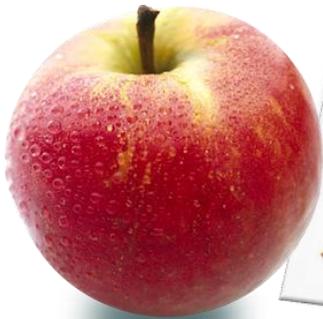


Marston Middle School
www.sandiegounified.org/schools/marston

8th Grade Science

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Mission Statement

The mission of Marston Middle School is to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a technological society. Because we believe that all students can learn, we work cooperatively to instill confidence and self-esteem in every student. By creating a safe learning environment with an instructional curriculum enhanced by interactive technology and a partnership with parents, each student is valued and respected and has opportunities to succeed academically, socially, and personally.

Standards:

<https://www.cde.ca.gov/pd/ca/sc/ngsstandards.asp>

Materials:

Agenda, pencil & eraser, colored pencils, spiral notebook

Course Description

8th Grade Science is a year-long standards based course. Instructional Units:

- Objects move and collide.
- Noncontact forces influence phenomena locally and in the solar system.
- Evolution explains life's unity and diversity.
- Human activities help sustain biodiversity.

Technology Goals

The integrated 21st Century (i21) Interactive Classroom is an engaging and personalized learning environment designed to optimize teaching and learning through the interconnected use of mobile computing, audio, visual and formative assessment technologies across the curriculum.



Homework Goals

All assignments **not completed** “in class” become homework. *Homework is due the following day unless otherwise stated.* The time needed will vary from day to day depending on the nature of the assignment and the ability of the individual student.

Grading Policy

Your *final grade* is determined by the percentage of total points earned in all units of study. “Classroom” assignments and homework will be used at the end of each unit of study as part of a notebook grade. Periodic checks and grading of assignments will take place to check for understanding and to ensure the completion of assignments. Benchmark assessments will be administered at the end of each unit. Forms of alternative assessments such as lab work, presentations, quizzes, online submissions, and unit projects will also be utilized.

Grading Scale	
A	= 90-100
B	= 80-89
C	= 70-79
D	= 60-69
F	= below 60

Parent support in encouraging appropriate behavior and work ethic is greatly appreciated.

Behavioral Expectations

1. Be safe
2. Be Respectful
3. Be Responsible
4. Work Together



Attendance

Students must be “in class” in order to learn. Daily attendance will be taken during the live Zoom or Google Meet morning sessions. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contact between school staff and students or parents/guardians.

It is the student’s responsibility to determine missed work due to an absence, by checking Google Classroom & Google Calendar or with a peer from class. Students have one school day for each day of an excused absence to make up work.

SYNCHRONOUS = “Classroom” (Whole or small group “live” instruction)
ASYNCHRONOUS = “Homework” (Working on your own)

General Expectations



Assignments & Homework

Copy **BOTH** the assignment & homework DAILY in your student agenda. Being organized and prepared can lead to good grades and a successful school year.

Cheating

Think and act for yourself! Copying or letting someone else copy will result in a "0" for the assignment.



Late Work

Late work will be accepted but **MUST** be complete and within the current grading period. The maximum grade that can be earned is 70% (C) of the total points possible.

Absent or Need Extra Help?

Check out **Google Calendar** (linked to our teacher pages on the school website) for the daily update and posted assignments AND **Google Classroom**. Request makeup work if needed. Ask questions during "live" sessions or through email.

Tutoring is available during office hours (by appointment). We need to know that you are coming.



Q1 & Q2 Standards

***subject to change**

Unit 1: Colossal Collisions

(LS4-1) Analyze and interpret data for patterns in the fossil 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. (Task 1) (Week 2 & 11)

(PS2-1) Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. (Task 2) (Week 4 & 13)

(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. (Task 2) (Week 3 & 12)

(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. (Task 3) (Week 5 & 14)

(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. (Task 2) (Week 4 & 13)

Unit 2: Traveling Through Space

(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. (Task 1) (Week 6 & 15)

(ESS1-3) Analyze and interpret data to determine scale properties of objects in the solar system. (Task 2) (Week 7 & 16)

(ESS1-2) Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (Task 3) (Week 8 & 17)

(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. (Task 3) (Week 8 & 17)

(PS2-3) Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. (Task 4) (Week 9 & 18)

(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 objects are not in contact. (Task 4) (Week 9 & 18)

(PS3-2) 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. (Task 4) (Week 9 & 18)

