

Pine Hill Public Schools Curriculum

Content Area:	Science		
Course Title/ Grade Level:	6th grade Science		
Unit 1:	Structure and Properties of Matter	Duration:	8 weeks
Unit 2:	Structure, Function, and Information Processing	Duration::	8 weeks
Unit 3:	Growth, Development, and Reproduction of Organisms	Duration:	8 weeks
Unit 4:	Interdependent Relationships in Ecosystems	Duration:	6 weeks
Unit 5:	Matter and Energy in Organisms	Duration:	10 weeks
Date Revision Approved:	August 15, 2017		
Initial BOE Approval Date:	August 23, 2016		

Pine Hill Public Schools
Science Curriculum

Unit Title: Matter		Unit #: 1
Course or Grade Level: 6 th		Length of Time: 8 weeks
Essential Questions	<ul style="list-style-type: none"> · How do the properties of materials determine their use? 	
Content	<ul style="list-style-type: none"> · Density calculations · States of matter (Solid, Liquid, Gas) · Behavior of matter (molecule movement, volume, and shape) 	
Skills	<ul style="list-style-type: none"> · List the differences among atoms, elements, molecules and compounds · Demonstrate the relationship between volume and mass in terms of density of an object · Calculate density of objects using mass and volume · Determine the volume of objects using water displacement · Explain that all matter is made up of atoms · Define matter · Compare/contrast the behavior of matter in terms of molecule movement, shape, and volume · Explain how molecule movement, shape, and volume change during the processes of heating and cooling · Explain relationship between elements, molecules, compounds and matter · Create a model of molecules, compounds, and mixtures 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> · Finding the mass, volume, and length of objects · Finding the difference between the mass, volume, and length of objects 	
Assessments	<p>FORMATIVE: label diagrams of molecule movement in different states, worksheets on density calculation</p> <p>SUMMATIVE: poster presentation of relationship between elements, molecules, compounds and matter, water displacement lab activity</p>	
Inter-disciplinary Connections	<ul style="list-style-type: none"> · Math · Language Arts 	
Lesson resources / Activities	<ul style="list-style-type: none"> · Smart board files · Internet resources 	
New Jersey Student Learning Standards for Science		

Science and Engineering Practices:	Disciplinary Core Ideas:
<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information 	<p>MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> ● 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. ● Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> ● 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.
<p>Cross-Cutting Concepts:</p> <p>Cause and Effect</p> <ul style="list-style-type: none"> ● Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-PS1-4) <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> ● Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-PS1-1) <p>Structure and Function</p> <ul style="list-style-type: none"> ● Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (MS-PS1-3) 	
<p>ELA/Literacy Companion Standards:</p> <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-PS1-3)</p> <p>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-PS1-1),(MS-PS1-4)</p> <p>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-PS1-3)</p>	
<p>Mathematics:</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems.</p>	

6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.

6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.B.5 Summarize numerical data sets in relation to their context

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Pine Hill Public Schools Science Curriculum	
Unit Title: Cell Organization and Development	Unit #: 2
Course or Grade Level: 6	Length of Time: 8 weeks
Essential Questions	<ul style="list-style-type: none"> · How are functions of plant and animal cells carried out by organelles? · What are the differences between single-celled and multi-celled organisms? · How do specialized cells form structures of cells, tissue, organs, and organ systems · How are the systems of the human body interrelated to regulate the body's internal environment?
Content	<ul style="list-style-type: none"> · Functions and parts of cells. · Single-celled, multi-celled organisms · Cell organelles: nucleus, cell wall, cell membrane, mitochondria,

	<ul style="list-style-type: none"> lysosomes, endoplasmic reticulum, ribosomes, chloroplast, vacuole · Cell structures – cell, tissue, organs, organ systems · Cell theory, cell research · Homeostasis · Biogenesis/Spontaneous Generation
Skills	<ul style="list-style-type: none"> · Identify names and functions of each part of a cell. · Explain organization of cells, tissues, organs, and organ systems. · Compare characteristics of single-celled and multi-celled organisms. · Proper use of microscope. · Summarize discoveries that led to the development of the cell theory.
Assessments	<p>Formative: Lab notes, cell analogy posters differentiating plant and animal cells</p> <p>Summative: Labs notebooks, Construct and present cell models</p>
Inter-disciplinary Connections	<ul style="list-style-type: none"> · Math – spatial differences, units of measurement · History – sequence of microscope, development of cell theory · Lang Arts – reading, writing, vocab
Lesson resources / Activities	<ul style="list-style-type: none"> · Life Science Glencoe; Prentice Hall · Smart board files, internet resources · Resource box for book including tests, worksheets, enhancements, rulers, thermometers, graduated cylinders, meter sticks, beakers, triple beam balances · teacher made flash cards for steps of scientific method and examples
New Jersey Student Learning Standards for Science	
Science and Engineering Practices:	
Disciplinary Core Ideas:	
<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 	<p>MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.</p> <p>MS-LS1-2. Develop and use a model to describe the function of a cell as a whole</p>

<p>8. Obtaining, evaluating, and communicating information</p>	<p>and ways parts of cells contribute to the function.</p> <p>MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.</p>
<p>Cross-Cutting Concepts: Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Phenomena that can be observed at one scale may not be observable at another scale. <p style="text-align: center;"><i>Connections to Engineering, Technology and Applications of Science</i></p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> 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. <p>Structure and Function</p> <ul style="list-style-type: none"> 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. <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural systems. 	
<p>ELA/Literacy Companion Standards:</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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.</p> <p>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.</p> <p>WHST.6-8.1 Write arguments focused on discipline content.</p> <p>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.</p> <p>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.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims</p>	

and evidence, and add interest.

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.

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.

6.SP.B.4 Summarize numerical data sets in relation to their context.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Pine Hill Public Schools Science Curriculum	
Unit Title: Heredity and Reproduction	
Unit #: 3	
Course or Grade Level: 6	
Length of Time: 8 weeks	
Essential Questions	<ul style="list-style-type: none"> · How is the survival of a species dependent upon reproduction? · Why do variations exist among same generation and different generations of a species? · How do inherited traits differ from acquired traits? · What is the difference between sexual and asexual reproduction? · How do environmental and/or inherited factors influence characteristics of an organism?
Content	<p>Mitosis</p> <ul style="list-style-type: none"> · Mitosis in plant and animal cells · Asexual reproduction · Meiosis, production of sex cells · Cell involved in fertilization · DNA · Inherited traits/acquired traits · Mendel's role in genetics · Punnett Square · Genetic variation, environmental factors
Skills	<ul style="list-style-type: none"> · Explain function and steps of mitosis · Compare mitosis in plant and animal cells. · List examples of asexual reproduction. · Describe stages of meiosis and how sex cells are produced. · Explain why meiosis is needed for sexual reproduction. · Identify the parts of the DNA model. · Distinguish between inherited and acquired traits/characteristics. · Explain how genetic traits are passed from one generation to the next through reproduction using evidence collected from observations of inherited traits. · Explain variations among siblings using a Punnett Square model. · Describe how environmental factors affect or alter effects of genes.
Assessments	<p>Timeline models of mitosis and meiosis. Lab experiments – extracting DNA. Lab notebooks, tests, quizzes. Construct a Punnett square.</p> <p>.</p>

Inter-disciplinary Connections	<ul style="list-style-type: none"> · Lang Arts – reading, writing, vocabulary · Math – probability and statistics
Lesson resources / Activities	<ul style="list-style-type: none"> · Life Science Glencoe-McGraw Hill 2002 · *Resource box for book including tests, worksheets, enhancements, overhead transparencies · Smiley face genetics www.sciencspot.net

New Jersey Student Learning Standards for Science

Science and Engineering Practices:	Disciplinary Core Ideas:
<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information 	<p>MS-LS1-4. 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.</p> <p>MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p>MS-LS3-1. 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.</p> <p>MS-LS3-2. Develop and use a model to describe why</p>

asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Cross-Cutting Concepts:

Cause and Effect

- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

Structure and Function

- 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.

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural systems.

ELA/Literacy Companion Standards:

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

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.

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.

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).

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.

WHST.6-8.1 Write arguments focused on discipline content.

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.

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.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Mathematics:

MP.4 Model with mathematics.

6.SP.B.5 Summarize numerical data sets in relation to their context.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Pine Hill Public Schools Science Curriculum		
Unit Title: Evolution and Diversity		Unit #: 4
Course or Grade Level: 6		Length of Time: 6 weeks
Essential Questions	<ul style="list-style-type: none"> · How do environmental conditions affect survival or individual organisms or entire species? · How does natural selection lead to evolution? · How do new species form? · How can adaptation allow a species to survive or cause a species to become extinct? · How can anatomical evidence of fossils support evolution? 	
Content	<ul style="list-style-type: none"> · Evolution · Darwin's theory · Natural selection · Variations in organisms · Adaptations · Fossil evidence 	
Skills	<ul style="list-style-type: none"> · Describe Darwin's theory of evolution. · Identify why variations in organisms are important. · Describe the differences among living primates. · Identify the adaptations of primates. · Construct a geologic time scale showing evolution of organisms. · Investigate how natural selection can lead to changes in a species over time using a model. 	
Assessments	Formative: Adaptation lab (bird beaks), student notes, outlines, Summative: Drawing conclusions from adaptation lab activities, designing an experiment investigating natural selection, interpreting geologic time scale	
Inter-disciplinary Connections	<ul style="list-style-type: none"> · Math – units of measurement, charts, graphs · Social Studies – geologic time lines · Language Arts - reading, writing, vocabulary 	
Lesson resources / Activities	<ul style="list-style-type: none"> · Life Science Glencoe; Prentice Hall · Smart board files, internet resources · Student notes, handouts 	

Evolution videos (Bill Nye)	
New Jersey Student Learning Standards for Science	
Science and Engineering Practices:	Disciplinary Core Ideas:
<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information 	<p>MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p> <p>MS-LS4-3. 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.</p> <p>MS-LS4-4. 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.</p> <p>MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</p>
Cross-Cutting Concepts:	

Patterns

- Graphs, charts, and images can be used to identify patterns in data.

Cause and Effect

- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

**Connections to Engineering, Technology, and Applications of Science
Interdependence of Science, Engineering, and Technology**

- 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.

Connections to Nature of Science**Science Addresses Questions About the Natural and Material World**

- Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.

ELA/Literacy Companion Standards:

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.

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).

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.

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.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

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.

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.

Mathematics:

MP.4 Model with mathematics.

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.SP.B.5 Summarize numerical data sets in relation to their context.

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.

7.RP.A.2 Recognize and represent proportional relationships between quantities.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Pine Hill Public Schools Science Curriculum	
Unit Title: Matter and Energy Transformation; Interdependence within Ecosystem	Unit #: 5
Course or Grade Level: 6	Length of Time: 10 weeks
Essential Questions	<ul style="list-style-type: none"> · How are plants producers of their own energy? · How can energy flow through a community? · How can altering the biotic and/or the abiotic factors impact an ecosystem in which they live? · In what way can a change in the population of an ecosystem positively or negatively affect the symbiotic relationships of organisms?
Content	<ul style="list-style-type: none"> · Producers and consumers · Photosynthesis and respiration · Biotic and abiotic factors · Energy flow in an ecosystem – food chain, food web · Symbiotic relationships · Population shifts and impact on ecosystems
Skills	<ul style="list-style-type: none"> · List differences between producers and consumers · Explain energy release process in photosynthesis and respiration · Explain the relationship between abiotic and biotic factors in an ecosystem · Model/illustrate the flow of energy through a community. · Predict the impact of altering biotic and abiotic factors in an ecosystem. · Describe how a shift in one population in a community can alter the makeup of that community.
Assessments	<p>Formative: charts, photosynthesis/respiration illustrations, food chain illustrations</p> <p>Summative: Demonstration of photosynthesis and respiration, model of changes in ecosystem.</p>
Inter-disciplinary Connections	<ul style="list-style-type: none"> · Math – spatial differences, units of measurement · Language Arts – reading, writing, vocabulary · Social Studies – population shifts

Lesson resources / Activities	<ul style="list-style-type: none"> · Glencoe, Prentice Hall · Smart board files, internet · Food chain/web posters · Energy flow models · Flower models - photosynthesis
New Jersey Student Learning Standards for Science	
Science and Engineering Practices:	Disciplinary Core Ideas:
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<p>Cross-Cutting Concepts:</p> <p>Energy and Matter</p> <ul style="list-style-type: none"> • Within a natural system, the transfer of energy drives the motion and/or cycling of matter. <p>Energy and Matter</p> <ul style="list-style-type: none"> • Matter is conserved because atoms are conserved in physical and chemical processes. <p>Cause and Effect</p> <ul style="list-style-type: none"> • Cause and effect relationships may be used to predict phenomena in natural or designed systems. <p>Patterns</p> <ul style="list-style-type: none"> • Patterns can be used to identify cause and effect relationships. <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"> • Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. <p>Stability and Change</p> <ul style="list-style-type: none"> • Small changes in one part of a system might cause large changes in another part. 	
<p>ELA/Literacy Companion Standards:</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text</p>	

distinct from prior knowledge or opinions.

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).

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.

WHST.6-8.1 Write arguments focused on discipline content.

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.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Mathematics:

MP.4 Model with mathematics.

6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems.

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.

6.SP.B.5 Summarize numerical data sets in relation to their context.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.