



# BROWNELL TALBOT

## Eighth Grade Prioritized Science Standards

The prioritized standards listed align with the NGSS (Next Generation Science Standards) Performance Expectations. The NGSS also includes a set of Science and Engineering Practices for grades kindergarten through 12. A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) work and which can be empirically tested. Engineering questions clarify problems to determine criteria for successful solutions and identify constraints to solve problems about the designed world. Both scientists and engineers also ask questions to clarify ideas.  
(see the link at the bottom for detailed descriptions of those condensed practices, grades K-12)

LIFE SCIENCE		
<b>Biological Evolution</b>	Evidence of Common Ancestry & Diversity	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. ( <a href="#">MS-LS4-1</a> )  Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. ( <a href="#">MS-LS4-2</a> )  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. ( <a href="#">MS-LS4-3</a> )
	Natural Selection	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. ( <a href="#">MS-LS4-4</a> )
	Adaptation	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. ( <a href="#">MS-LS4-6</a> )
EARTH SCIENCE		
<b>Earth's Systems</b>	Earth Materials & Systems	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. ( <a href="#">MS-ESS2-1</a> )
	Roles of Water	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. ( <a href="#">MS-ESS2-2</a> )  Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. ( <a href="#">MS-ESS2-4</a> )
	Weather & Climate	Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. ( <a href="#">MS-ESS2-5</a> )  Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. ( <a href="#">MS-ESS2-6</a> )

<b>Earth &amp; Human Activity</b>	Natural Resources	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. ( <a href="#">MS-ESS3-1</a> )
	Natural Hazards	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. ( <a href="#">MS-ESS3-2</a> )
	Human Impacts	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. ( <a href="#">MS-ESS3-3</a> ) Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. ( <a href="#">MS-ESS3-4</a> )
	Global Climate Change	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. ( <a href="#">MS-ESS3-5</a> )
<b>PHYSICAL SCIENCE</b>		
<b>Energy</b>	Definitions	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. ( <a href="#">MS-PS3-1</a> ) Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. ( <a href="#">MS-PS3-3</a> ) 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. ( <a href="#">MS-PS3-4</a> ) 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. ( <a href="#">MS-PS1-4</a> )
	Conservation & Transfer	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. ( <a href="#">MS-PS3-5</a> )
	Relationship Between Energy & Forces	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. ( <a href="#">MS-PS3-2</a> )
	Chemical Processes & Everyday Life	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. ( <i>secondary</i> <a href="#">MS-LS1-6</a> ) Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. ( <i>secondary</i> <a href="#">MS-LS1-7</a> )

**Science and Engineering Practices in the NGSS: [brownell.edu/ngss](http://brownell.edu/ngss)**