

Scope and Sequence

| Subject/Title of Unit | Grade | 6 Weeks | Estimated Time Frame (# of days) |
|---|--|---|----------------------------------|
| Science Energy and Motion | Eighth | 2 nd Six Weeks | 2 Weeks |
| TEKS/Student Expectations | | Examples/Specifications: | |
| <p>(10)</p> <p>(A) illustrate interactions between matter and energy including specific heat;</p> <p>(B) describe interactions among solar, weather, and ocean systems; and</p> <p>(C) identify and demonstrate that loss or gain of heat energy occurs during exothermic and endothermic chemical reactions.</p> | | <p>10 A- define all the laws of motion and how energy can be expressed in many common day activities</p> <p>10 A and C- define specific heat and how heat moves from matter in the form of energy, “coldness” does not exist in science only the lack of heat</p> <p>10 B- have students discuss how the relationship between energy and matter shape our environment</p> | |
| Language of Instruction: | | Instructional Resources/Textbook Correlations: | |
| Motion Reference point Speed Velocity Acceleration Force Unbalanced force Balanced force Work Energy Potential energy Kinetic energy Fahrenheit Celsius Kelvin | Absolute zero Heat Conduction Convection Radiation Insulator Specific heat State Thermal expansion | Prentice Hall Science Explorer Textbook and Guided Reading Workbook Chapter 4 | |
| | | Weblinks/Other Resources: | |
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| Evaluation/External Assessment/Local Assessment: | | Best Instruction Timeline: | |

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| <p>Teacher Test Lab on the Laws of Motion</p> | <p>2 days- What is Energy 4 days- How Energy is Transferred 3 days- The Laws of Motion 1 day- How Energy Affects Us</p> |
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