

Southfield Public Schools



**Southfield
Public Schools**

Scholars Positioned *for* Success

EIGHTH GRADE

English Language Arts Curriculum Handbook

Using the Curriculum Guide

This guide is intended to address the continuum of learning as it develops across the grade levels. As children enter eighth grade, students will continue to build important reading, writing, speaking, and listening skills. Students will build on foundational reading skills, strengthening their ability to read fluently and decode more complex text. They will think, talk, and write about what they read in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In collaborative discussions, students will learn how to build on what others are saying. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

Therefore, this guide is an overview of the various curriculums and methodologies used to meet the *Common Core* and *Michigan State Learning Standards* for each grade level and content area.

CURRICULUM

English Language Arts Program

Our English Language Arts department is committed to developing literate students who demonstrate reading, writing, and critical thinking skills necessary to make them successful in today's global society. By engaging with rich and diverse texts across a variety of genres, time periods, perspectives, and cultures, students will be prepared to navigate complex concepts and acquire the skills necessary for living and learning in the 21st century.

In grade eight, students will read major works of fiction and nonfiction from all over the world and from different time periods. They will continue to learn how to understand what they read and evaluate an author's assumptions and claims. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. Activities in these areas will include:

- ★ Identifying what a reading selection explicitly says and drawing inferences based on evidence from the text
- ★ Analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- ★ Evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- ★ Connecting information and ideas efficiently and effectively in writing • Analyzing the purpose of information presented in diverse media formats, such as video clips or interactive maps
- ★ Participating in class discussions on various topics, texts, and issues by expressing ideas and building on the ideas of others
- ★ Developing a large vocabulary of multi-use academic words and phrases
- ★ Interpreting figures of speech, such as puns or verbal irony, in context

In grade eight, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

READING

Students in 8th grade should experience a balance of literature and informational texts designed to create opportunities for learners to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers will take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. These instructional events are referred to as 'reading or literacy experiences' because the focus is on using texts, printed and visual, to develop readers' concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text.

WRITING

Writing tasks in grade eight may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Seven Writing	Grade Eight Writing	Grade Nine Writing
<p>Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.</p> <p>Students provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/ effect.</p> <p>Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Students use precise language and subject-specific vocabulary to inform or explain the topic.</p>	<p>Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information.</p> <p>Students provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Students organize ideas, concepts, and information into broader categories.</p> <p>Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Students use precise language and subject-specific vocabulary to inform about or explain the topic.</p>	<p>Students introduce a topic and develop the topic with well chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic).</p> <p>Students organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p>Students use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Students use precise language and subject-specific vocabulary appropriate for the complexity of the topic.</p>



Instructional Resources (Include But Not Limited To)

- ★ McGraw Hill StudySync
- ★ Scribe
- ★ Newsela
- ★ i-Ready
- ★ Atlas Rubicon
- ★ Learning Ally
- ★ A variety of novels, short stories, and texts

Assessments & Progress Monitoring

- ★ i-Ready Reading Diagnostic is administered three times a year to provide teachers with a complete picture of student performance relating to their grade level and national norms.
- ★ M-Step ELA is administered once a year to gauge how well students are mastering state standards.

McGraw Hill's *StudySync* is a complete rigorous ELA curriculum designed to meet the needs of every learner. *StudySync* uses a variety of texts to build language and comprehension skills through reading, writing and research. The *StudySync* curriculum includes:

- ★ Integrated reading and writing
- ★ Embedded skills lessons focusing on comprehension, reading, writing, and research
- ★ Lessons that emphasize explicit vocabulary instruction, language acquisition, and reading comprehension
- ★ Extended writing instruction through a combination of writing process and skill lessons, guide students through the stages of planning, drafting, revising, editing, and publishing.
- ★ Self, peer, and teacher evaluations are embedded in every unit lesson

Every student using *StudySync* has the same opportunity and access regardless of native language, proficiency level, or physical, social, and emotional ability. EL Resources English Language Learner Resources are designed to match the thematic focus, text structure, and writing form of the unit.

CURRICULUM

Social Studies

Integrated United States History (1754-1898)

Our Social Studies department is committed to promoting civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. By making civic competence a central aim, Southfield Public Schools emphasize the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

In grade eight, this course introduces students to American history from the Revolutionary Era through the last half of the 19th century. An emphasis is placed on the values and ideals of our constitutional republic; it focuses on both the nation's successes in honoring them, as well as how the nation has fallen short of this goal. Using the text of the Preamble to the U.S. Constitution as the touchstone for the course, students assess how the meaning of the phrases "We the People" and "to form a more perfect Union" are reflected in past decisions and events and have inspired generations of Americans. Rather than follow a single narrative, this course explores the stories of many different people and investigates the compelling question, "How should we tell the stories of America?"

Beginning with the political and intellectual transformations that preceded the American Revolution, students explore the ideas of inalienable rights, limited government, social compact, rule of law, equality, and the right of revolution, as they simultaneously consider the role of racism in the country's founding and subsequent path. Students also explore the different stories of America's founding, and they analyze the conflict between the nation's stated values and its practices. Students then further their understanding of American government from an in-depth study of the United States Constitution and the evolution of the government created during its first century, as well as its role today. They examine the challenges faced by the new nation and the role of political and social leaders in meeting these challenges.

Students examine trails westward from the viewpoints of American settlers, Indigenous Peoples, and other marginalized groups. They analyze the nature and effect of geographic, demographic, and economic growth during the 19th century, focusing on how the North and the South's divide affected the country's perceived unity. They analyze and evaluate early attempts to abolish or contain slavery, garner women's rights, and reform other areas of society, deducing what it takes to build justice in society and realize the ideals of the Declaration of Independence for all.

In studying the Civil War Era, students evaluate the tumultuous decades leading up to the outbreak of war and how slavery caused the multifaceted events that occurred during that time period. Students briefly study the war itself, focusing on pivotal military events, political decisions, and figures. Students then engage in a deep study of the Reconstruction Era and an evaluation of whether Reconstruction worked; they examine the Reconstruction Era's impact on the course of U.S. history and its continued impact today. They conclude the year by comparing and contrasting the United States in 1800 and 1898, focusing on the economic, social/cultural, and geographic/environmental trends and patterns in the country.

While the course is centered on United States history, there are many opportunities for students to consider contemporary public issues, which emanate from the inherent tensions among the values found in our nation's founding documents (liberty, common good, security, equality, etc.). This course will highlight how the nation addressed these tensions within their historical context and ask students to consider their role in a participatory democracy.

C3 Framework Organization			
Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

HISTORY:

FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY ERAS 1-2: These foundational expectations are included to help students draw upon their previous study of American history and connect 8th Grade U.S. History with the history studied in 5th grade. To set the stage for the study of U.S. history that begins with the development of the U.S. Constitution, students should be able to draw upon an understanding of these philosophies and intellectual foundations.

ERA 3 - REVOLUTION AND THE NEW NATION: Individually and collaboratively, students will engage in planned inquiries to analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system.

ERA 4 - EXPANSION AND REFORM (1792-1861): Individually and collaboratively, students will engage in planned inquiries to investigate the territorial expansion of the United States between 1801-1861, how the Industrial Revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions, and the sources and character of cultural, religious, and social reform movements during the antebellum period.

ERA 5 - CIVIL WAR AND RECONSTRUCTION (1850-1877): Individually and collaboratively, students will engage in planned inquiries to understand the causes, course, and character of the Civil War and its effects on people, as well as how various Reconstruction plans succeeded or failed.

ERA 6 - THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930): Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION:

Identify and analyze global issues and develop persuasive communication about a global issue.

CURRICULUM

Math

Eighth Grade Overview

Building on their study of proportionality in the previous course, students begin to develop the concept of functions and how to explore and represent them with tables, equations, and graphs. They analyze linear functions and solve linear equations. These equations include those with infinitely many solutions, no solutions, or one solution. Also, linearity is extended to include systems of linear equations. Understanding of linearity and functions is further developed by examining and comparing to nonlinear functions. Exploring exponential functions also prompts the use of scientific notation and rules of exponents.

In addition to the exploration of functions, students study other concepts including statistics and geometry. Statistics moves from one variable statistics, studied in previous courses, to two variable statistics including the study of categorical data in two-way tables. They connect statistics to linearity as they represent numerical data in scatter plots. In their study of geometry, students transform geometric figures using reflections, rotations, dilations, and translations to justify congruence and similarity of figures, which are important and foundational geometric ideas for high school geometry. They also work with radicals and integer exponents as they use the Pythagorean Theorem and solve problems involving the volume of cylinders, cones, and spheres. Students observe that solutions to these problems are not always rational and develop an understanding of irrational numbers.

District Math Resources

- Mathematics Curriculum tool 6-8: [enVision Mathematics 6-8](#)
- Intervention Support: [IXL Mathematics Learning](#)
- Supplemental Resource [Brainpop](#)

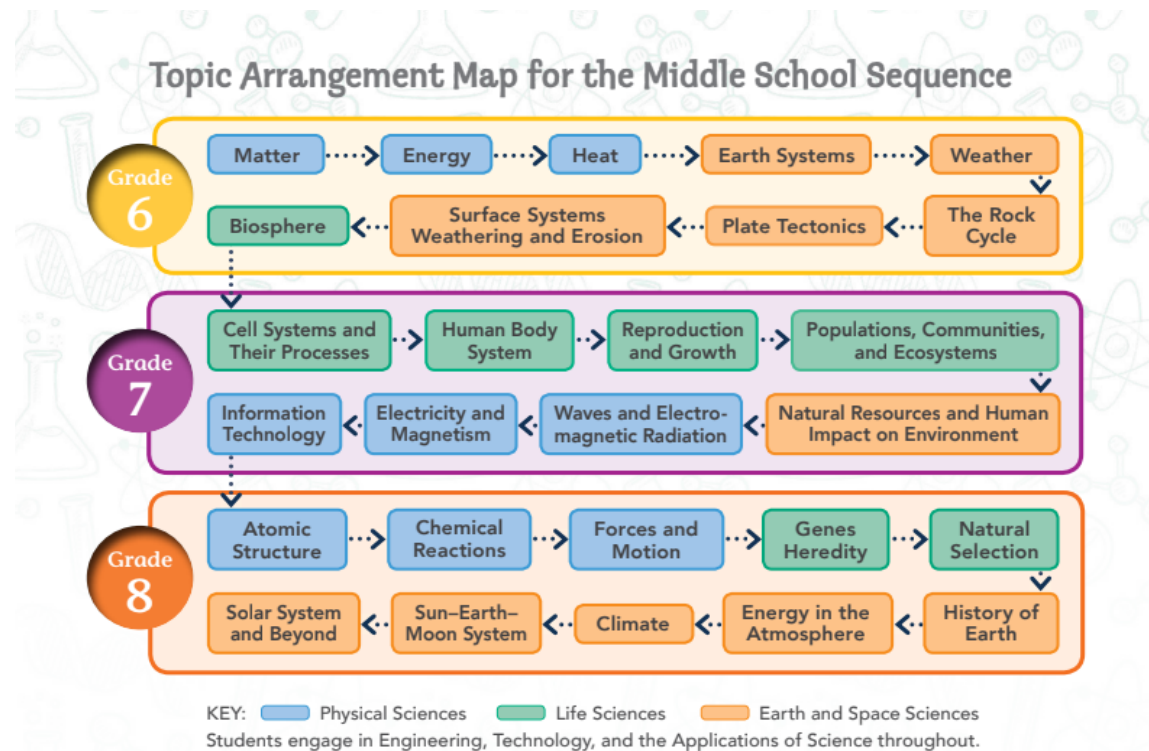
	Months	Topic
Quarter 1	September - October	1 Real Numbers 2 Analyze and Solve Linear Equations
Quarter 2	November -January	3 Use Functions to Model Relationships 4 Investigate Bivariate Data
Quarter 3	January -March	5 Analyze and Solve Systems of Linear Equations 6 Congruence and Similarity
Quarter 4	April - June	7 Understand and Apply the Pythagorean Theorem 8 Solve Problems Involving Surface Area and Volume

CURRICULUM

Science

Science Program Overview 6-8

Middle Grade Science comprises three units of Science Learning: Physical Sciences, Life Sciences, Earth and Space Sciences. Below is the suggested flow of lessons to create a learning path to engage our Middle School learners in 3 Dimensional science learning to facilitate connections and build a cohesive understanding of science over time.



Adopted from Elevate Science Modules Topic Sequence

District Resource 6-8

- Curriculum tool: [Elevate Science Modules with labs by Savvas](#)
- Supplemental Resource: [BrainPOP](#)

Physical Sciences Module

Elevate Science Modules & Topics	NGSS Middle Grades 6-8 Performance Expectations
Module: Structure and Properties of Matter	
Topic 1: Introduction to Matter	(MS-PS1-1) Develop models to describe the atomic composition of simple molecules and extended structures. (MS-PS1-2) Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred
Topic 2: Solids, Liquids, and Gases	(MS-PS1-4) 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.
Module: Energy Transfer	
Topic 1: Energy	(MS-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. (MS-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. (MS-PS3-5) 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.
Topic 2: Thermal Energy	(MS-PS3-3) Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. (MS-PS3-4) 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. (MS-PS3-5) 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.
Module: Atoms and Chemical Reactions	
Topic 1: Atoms and the Periodic Table	(MS-PS1-1) Develop models to describe the atomic composition of simple molecules and extended structures.

<p>Topic 2: Chemical Reactions</p>	<p>(MS-PS1-2) Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p>(MS-PS1-3) Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>(MS-PS1-5) Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p>(MS-PS1-6) Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.</p>
<p>Module: Forces</p>	
<p>Topic 1: Forces and Motion</p>	<p>(MS-PS2-1) Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.</p> <p>(MS-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.</p> <p>(MS-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.</p> <p>(MS-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.</p>
<p>Topic 2: Electricity and Magnetism</p>	<p>(MS-PS2-3) Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.</p> <p>(MS-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.</p> <p>(MS-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.</p>
<p>Module: Waves and Information Technologies</p>	
<p>Topic 1: Waves and Electromagnetic Radiation</p>	<p>(MS-PS4-1) Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.</p> <p>(MS-PS4-2) Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p>
<p>Topic 2: Information Technologies</p>	<p>(MS-PS4-3) Integrate qualitative scientific and technical information to</p>

	support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.
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Life Sciences Module

Elevate Science Modules & Topics	NGSS Middle Grades 6-8 Performance Expectations
Module: Structure and Properties of Matter	
Topic 1: Living Things in the Biosphere	(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.
Topic 2: The Cell System	(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. (MS-LS1-2) Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS1-3) Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
Topic 3: Human Body Systems	(MS-LS1-3) Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. (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
Topic 4: Reproduction and Growth	(MS-LS1-4) Use arguments 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. (MS-LS1-5) Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

	(MS-LS3-2) Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation
Module: Relationships Within Ecosystems	
Topic 1: Cell Processes	(MS-LS1-6) 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. (MS-LS1-7) 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.
Topic 2: Ecosystems	(MS-LS2-1) Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (MS-LS2-3) Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
Topic 3: Populations, Communities, and Ecosystems	(MS-LS2-1) Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (MS-LS2-2) Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (MS-LS2-4) Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-5) Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
Module: Diversity of Life	
Topic 1: Genes and Heredity	(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. (MS-LS3-2) Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (MS-LS4-5) Gather and synthesize information about the technologies

	<p>that have changed the way humans influence the inheritance of desired traits in organisms.</p>
<p>Topic 2: Natural Selection and Change Over Time</p>	<p>(MS-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.</p> <p>(MS-LS4-2) 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.</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-LS4-5) Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p> <p>(MS-LS4-6) Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</p>

Earth and Spaces Sciences

Elevate Science Modules & Topics	NGSS Middle Grades 6-8 Performance Expectations
Module: Cycles Influencing Weather and Climate	
Topic 1: Weather in the Atmosphere	<p>(MS-ESS2-4) Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>(MS-ESS2-5) Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.</p> <p>(MS-ESS2-6) 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.</p> <p>(MS-ESS3-2) Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p>
Topic 2: Energy in the Atmosphere and Ocean	(MS-ESS2-6) 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.
Topic 3: Climate	(MS-ESS2-6) Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determines regional climates. (MS-ESS3-5) Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
Module: Earth Systems	
Topic 1: Introduction to Earth's Systems	(MS-ESS2-1) Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process..
Topic 2: Minerals and Rocks in the Geosphere	(MS-ESS2-1) Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
Topic 3: Plate Tectonics	<p>(MS-ESS2-2) Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p>(MS-ESS2-3) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p>(MS-ESS3-2) Analyze and interpret data on natural hazards to forecast</p>

	future catastrophic events and inform the development of technologies to mitigate their effects.
Topic 4: History of Earth	(MS-ESS1-4) Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
Module: Changing Earth and Human Activity	
Topic 1: Earth's Surface Systems	(MS-ESS2-3) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. (MS-ESS2-3) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
Topic 2: Distribution of Natural Resources	(MS-ESS3-1) 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.
Topic 3: Human Impacts on the Environment	(MS-ESS3-3) Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (MS-ESS3-4) Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
Module: Earth's Place in the Universe	
Topic 1: Earth-Sun-Moon System	(MS-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.
Topic 2: Solar System and the Universe	(MS-ESS1-2) Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (MS-ESS1-3) Analyze and interpret data to determine scale properties of objects in the solar system.