

# Mar. 6C Gr.8: Gravity

Content Area: **Science**  
Course(s):  
Time Period: **March**  
Length: **1 Weeks**  
Status: **Published**

## Unit Overview

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The force of gravity may be weak, but not on our home planet. The gravitational attraction of the mass of the Earth keeps us grounded. This concept will teach you about the basics of gravity.

## Enduring Understandings

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### Lesson Objectives

- Explain how gravity affects the motions of objects close to Earth.
- Model the relationship between acceleration due to gravity and the mass of an object.

## Essential Questions

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- **Overarching Question**
  - How can one explain and predict interactions between objects and within systems of objects?
- **Focus Question**
  - What underlying forces explain the variety of interactions observed?
- **Lesson Questions**
  - What is gravity and how does it work?
  - How does the force of gravity affect objects on Earth and in our solar system?
  - How does the acceleration due to gravity relate to the mass of an object and its distance from Earth?
- **Can You Explain?**
  - How does gravity affect objects of different mass close to Earth, and how does that effect change as an object moves farther from Earth?

## **Instructional Strategies & Learning Activities**

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- [The Five E Instructional Model](#)

Science Techbook follows the 5E instructional model. As you plan your lesson, the provided Model Lesson includes strategies for each of the 5Es.

- [Engage \(45–90 minutes\)](#)

Students are presented with the phenomena of gravity and how it impacts all we do. Students begin to formulate ideas around the Can You Explain? (CYE) question.

- [Explore \(180 minutes\)](#)

Students investigate questions about gravity and how it affects objects on Earth and in the solar system. Students complete a Hands-On Activity to investigate the connection between an object's mass and the effect of gravity on the object.

- [Explain \(45–90 minutes\)](#)

Students construct scientific explanations to the CYE question by including evidence of how gravity affects different objects in different locations.

- [Elaborate with STEM \(45–135 minutes\)](#)

Students apply their understanding of gravity as they learn about research scientists are conducting using the Laser Interferometer Gravitation-Wave Observatory (LIGO) and look at the data they have collected.

- [Evaluate \(45–90 minutes\)](#)

Students are evaluated on the state science standards, as well as Standards in ELA/Literacy and Standards in Math standards, using Board Builder and the provided concept summative assessments.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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Students will work in small groups or partnerships to conduct investigations, build models or prototypes and present findings.

WRK.9.2.8.CAP.3

Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

TECH.9.4.8.CI

Creativity and Innovation

TECH.9.4.8.CI.4

Explore the role of creativity and innovation in career pathways and industries.

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|------------------|--|
| TECH.9.4.8.CT    | Critical Thinking and Problem-solving  |
| TECH.9.4.8.IML.7 | Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).  |
| TECH.9.4.8.IML.8 | <p>Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</p> <p>Multiple solutions often exist to solve a problem.</p> <p>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p> <p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p> <p>An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.</p> <p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p> |

## **Technology and Design Integration**

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Technology is fully integrated using Discovery Techbook.

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| CS.6-8.8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose.  |
| CS.6-8.DA         | <p>Data &amp; Analysis</p> <p>People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.</p> |

## **Interdisciplinary Connections**

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|------------|---|
| LA.W.8.1   | Write arguments to support claims with clear reasons and relevant evidence.   |
| LA.W.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.   |
| LA.W.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.                         |
| LA.RI.8.1  | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| LA.RI.8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| LA.RI.8.7  | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  |
| LA.RI.8.8  | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  |
| LA.RI.8.10 | By the end of the year read and comprehend literary nonfiction at grade level text-   |

complexity or above, with scaffolding as needed.

- LA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- LA.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.
- LA.RST.6-8 Reading Science and Technical Subjects
- LA.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
- LA.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.
- LA.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- LA.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.
- LA.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- LA.RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- LA.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).
- LA.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- LA.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.
- LA.WHST.6-8 Writing History, Science and Technical Subjects
- LA.WHST.6-8.1 Write arguments focused on discipline-specific content.
- LA.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- LA.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LA.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.
- LA.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.
- LA.WHST.6-8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Differentiation

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### Struggling Students

1. Print and copy the Scientific Explanation before class. Have students use the printed document as they progress through the lesson. The Scientific Explanation handout is chunked. Chunking is an effective strategy to make the learning progression through the Scientific Explanation easier for students who are struggling.
2. Using the jigsaw method, assign different lesson questions to groups of students.

### ELL

1. Allow Spanish-speaking students to use the Spanish version of the Scientific Explanation Student Sheet.
2. Bring in some props that would be appropriate for each reading passage; a toy car for “Speed Racers”, some cardboard tubes for “I Can’t Take All This Tension,” and some construction blocks for “Bigger and Better.” Let ELL and Struggling students use and interact with these items as they read the three reading passages.

### Accelerated Students

1. Encourage students to develop their own questions as they explore the resources in the lesson.
2. Have students use their science notebooks, rather than the worksheets, to develop their Scientific Explanations.
3. Allow students to use Board Builder to develop their Scientific Explanations.

Differentiation in science can be accomplished in several ways. Once you have given a pre-test to students, you know what information has already been mastered and what they still need to work on. Next, you design activities, discussions, lectures, and so on to teach information to students. The best way is to have two or three groups of students divided by ability level.

While you are instructing one group, the other groups are working on activities to further their knowledge of the concepts. For example, while you are helping one group learn the planet names in order, another group is researching climate, size, and distance from the moon of each planet. Then the groups switch, and you instruct the second group on another objective from the space unit. The first group practices writing the order of the planets and drawing a diagram of them.

Here are some ideas for the classroom when you are using differentiation in science:

- Create a tic-tac-toe board that lists different activities at different ability levels. When students aren't involved in direct instruction with you, they can work on activities from their tic-tac-toe board. These boards have nine squares, like a tic-tac-toe board; and each square lists an activity that corresponds with the science unit. For example, one solar system activity for advanced science students might be to create a power point presentation about eclipses. For beginning students, an activity might be to make a poster for one of the planets and include important data such as size, order from the sun, whether it has moons, and so on.
- Find websites on the current science unit that students can explore on their own.
- Allow students to work in small groups to create a project throughout the entire unit. For example, one

group might create a solar system model to scale. Another group might write a play about the solar system. This is an activity these groups can work on while they are not working directly with you.

Differentiation in science gets students excited to learn because it challenges them to expand their knowledge and skills, instead of teaching the whole group concepts they have already mastered

## **Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

In addition to differentiated instruction, IEP's and 504 accommodations will be utilized.

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## **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

### **Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

### **Additional Benchmarks used in this unit:**

Pre and post assessments to measure growth.

## **Formative Assessments**

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for

helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

See assessments located in links above.

### **Summative Assessments**

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**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

### **Summative assessments for this unit:**

See assessments located in links above.

### **Instructional Materials**

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See materials located in links above.

Discovery Techbook

Teacher made materials

Additional labs are available through NJCTL on-line curriculum

### **Standards**

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SCI.MS.PS2.B

Types of Interactions

SCI.MS-PS2

Motion and Stability: Forces and Interactions

Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.