

EVIDENCE OF UNDERSTANDING

8TH GRADE SCIENCE



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:

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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE THIS BOOK



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

PHYSICAL SCIENCES

CHEMICAL REACTION



MS-PS1-3 Students who demonstrate understanding can:

Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

CCC: Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.



Evidence of Understanding

Students will obtain and evaluate information from at least two sources about synthetic materials, the chemical process used to create them from natural resources, and the societal need for them.



Digital Tools

- *Device Camera*
- *Sketch Application* - Sketches School, Notes, ibis, Absolute Board, Google Draw
- *Video Editor*- Clips, WeVideo, Do-Ink, iMovie



In Practice

- Students obtain information from digital sources about different types of synthetic materials.
- Students will model the chemical processes used to create the materials using a sketching tool.
- Students will evaluate how the structure of synthetic materials allows it to function in a way that is beneficial to society by interviewing and recording community members (classroom, school, etc.) through teacher guided questions.

CONSERVATION OF MASS



MS-PS1-5 Students who demonstrate understanding can:

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.

CCC: Matter is conserved because atoms are conserved in physical and chemical processes.



Evidence of Understanding

Students will develop and use models to show the number of each atom in reactants is equal to the number of atoms in the product ; the atoms are regrouped and rearranged to form new substances with properties that differ from the original substance.



Digital Tools

- *Website* - [Balancing Chemical Equations](#)
- *Sketch Application*- [Sketches School](#), [ibis](#), [Absolute Board](#), [Google Draw](#)



In Practice

- Students will use the interactive site to model the number of parts needed to make a sandwich are the same as the parts in the sandwich.
- Students will transfer this information using the interactive site to rearrange atoms as they make new products using chemical reactions.
- Students will use a drawing app to model chemical reactions showing that the number and types of atoms that make up the products are equal to the number and types of atoms that make up the reactants.

EXOTHERMIC AND ENDOTHERMIC REACTIONS



MS-PS1-6 Students who demonstrate understanding can:

Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

CCC: The transfer of energy can be tracked as energy flows through a designed or natural system.



Evidence of Understanding

Students will design, construct, and test a device that demonstrates how some chemical reactions release energy while others store energy.



Digital Tools

- *Portfolio Application* - Seesaw
- *Website* - Endothermic and Exothermic Reactions Experiment
- *Science Journal* - Google Science Journal App , Science Journal, One Note
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will complete the Endothermic and Exothermic Reactions Experiment under the digital tool section and then use knowledge gained to design and construct their own endothermic or exothermic device.
- Students will record their work in their Science Journal
- After students have designed and constructed their demonstration, they will use an Online journaling application to show and explain how their device either releases or absorbs thermal energy by chemical processes.
- Students will create a presentation to show how photosynthesis is an endothermic reaction and cellular respiration is an exothermic reaction.

NEWTON'S 3RD LAW



MS-PS-2-1 Students who demonstrate understanding can:

Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

CCC: Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.



Evidence of Understanding

Students will use their knowledge of Newton's Third Law of Motion to design a solution for the impact caused by the collision of two objects.

Students will determine how the choice of technologies that are used in a design are valuable to society.



Digital Tools

- Interactive Website - [Bumper Ducks Game](#)
- Content Video - [Cannon recoil Video](#) - [Civil war artillery](#)
- *Science Journal* - [Google Science Journal App](#) , [Science Journal](#), [One Note](#)
- [Device Camera](#)



In Practice

- Students will play an interactive game where two object collide and create a solution to reduce the effect of the collision.
- Students will use a sketch application to design their solution.
- Students will watch a video of the collision of two objects where technologies are present that reduce the impact of the collision.
- Students will then take a picture of an object that has impact reducing technologies and construct and explanation for how the technology reduces the impact in relation to Newton's Third Law of Motion.
- Students will create a report using their photo in Science Journal to show their understanding.

FORCES AND MOTION



MS-PS2-2 Students who demonstrate understanding can:

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.

CCC: Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.



Evidence of Understanding

Students will carry out investigations using interactive websites to observe how the change in an objects motion depends on the sum of the forces on the object and the mass of the object.



Digital Tools

- *Science Journal* - [Google Science Journal App](#) , [Science Journal](#), [One Note](#)
- *Sketch Application*- [Sketches School](#), [ibis](#), [Absolute Board](#), [Google Draw](#)
- *Simulation Website* - [Forces and Motion: Basics](#), [Acceleration simulators](#)



In Practice

- Students will investigate how the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- After students have investigated changes in an objects motion due to the sum of forces and the mass of the object, they will write rules in their journal app for the change in motion when the forces change and the change in motion when the mass of the object changes.
- Students may use diagrams in a sketch application for explanations.

WAVE PROPERTIES



MS-PS4-1 Students who demonstrate understanding can:

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.

CCC: Graphs and charts can be used to identify patterns in data.



Evidence of Understanding

Students will analyze and interpret graphical displays of data to identify that a simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.

Students will record mathematical data representing a wave, and amounts of energy present or transmitted to identify patterns such as the energy of the wave is proportional to the amplitude and the amount of energy transferred by waves in an amount of time is proportional to frequency.



Digital Tools

- *Interactive Website* - [Wave Simulator](#)
- *Interactive Website* - [Wave Generator](#)
- *Video Editor* - [Clips, WeVideo, iMovie](#)
- *Science Journal* - [Google Science Journal App](#), [Science Journal](#), [One Note](#)



In Practice

- Students will use the wave simulator in the digital tools section to identify and predict the characteristics of a simple mathematical wave model.
- They will use screen capture to upload photos to a video editing app and use the voice over feature to explain the relationship between frequency, wavelength and amplitude as they manipulate the simulation.
- Students will use a science journal to write an explanation of how sound changes when the frequency, wavelength, and amplitude change.

LIGHT AND MECHANICAL WAVES



MS-PS4-2 Students who demonstrate understanding can:

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

CCC: Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.



Evidence of Understanding

Students will explore light wave behaviors as the wave interacts with materials, then identify and describe the wave behaviors in different materials.

Students will identify and describe the properties of materials that serve particular functions for light behavior.



Digital Tools

- *Interactive Website* - [Light Wave Behaviors Interactive](#)
- *Interactive Website* - [Light Waves Interactive Activity](#)
- *Mind Mapping Application* - [Popplet](#)
- *Interactive Whiteboard Application* - [Educreations](#), [Absolute Board](#), [Show Me](#), [Google Jamboard](#), [Explain Everything](#)



In Practice

- Students will use the interactive whiteboard application to describe and model the light wave behaviors in different materials.
- Students will explain why the different material causes waves to either reflect, absorb, or transmit light.
- Students will create a concept map to communicate the characteristics of mediums that reflect light, absorb light, and transmit light and the societal need for the mediums in relation to light behavior.

INFORMATION TECHNOLOGIES AND INSTRUMENTATION



MS-PS4-3 Students who demonstrate understanding can:

Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.

CCC: Structures can be designed to serve particular functions.



Evidence of Understanding

Students will obtain, evaluate, and communicate information to support the claim that digitized signals are more reliable way to encode and transmit information.



Digital Tools

- *Websites* - Analog and Digital, Analog vs. Digital
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will obtain information about digital devices and analog devices.
- Students will evaluate the information, and communicate the information through a presentation to support a claim that digitized signals are more reliable way to encode and transmit information.
- Students will use examples of digital and analog devices to write an explanation about the reliability of the digital device.

LIFE SCIENCES

ENERGY AND CHEMICAL PROCESSES



MS-LS1-7 Students who demonstrate understanding can:

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.

CCC: Matter is conserved because atoms are conserved in physical and chemical processes.



Evidence of Understanding

Students will analyze models that represent the chemical reactions between the complex molecules which contain carbon and oxygen resulting in the release of carbon dioxide and stored energy in cellular respiration in plants and animals.

Students will develop models to describe all matter used by organisms for growth and repair comes from the products of the chemical reactions.



Digital Tool

- *Interactive Website* - [Photosynthesis & Cellular Respiration](#)
- *Interactive Website* - [Photosynthesis & Respiration Game](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)
- *Interactive Whiteboard Application* - [Educreations](#), [Whiteboard: Absolute Board](#), [Show Me](#), [Google Jamboard](#), [Explain Everything](#)



In Practice

- Students will use models of cellular respiration and photosynthesis to identify and describe the relationships between the components in cellular respiration and photosynthesis for animals and plants.
- Students will develop models for a presentation to describe how food is rearranged through chemical reactions forming new molecules that support growth and release energy.
- Students will reason why oxygen is essential for energy in activities.

FOSSIL RECORD



MS-LS4-1 Students who demonstrate understanding can:

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.

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



Evidence of Understanding

Students will analyze data charts and images of the fossil record and document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth.

Students will interpret data charts and images of fossils to find similarities and differences in the patterns to provide evidence for when organisms emerged, went extinct, or evolved.



Digital Tools

- *Website* - Rock Layers
- *Interactive Website* - Geologic Time Scale
- *Content Document* - Mass Extinction Article
- *Presentation* - Keynote, Google Slides, Microsoft Powerpoint
- *Content Applications* - SmartDraw, MyHistro, Sutori, RWT Timeline



In Practice

- Students will create a timeline to organize data to show time periods and fossil records to document the existence, diversity, extinctions, and change of time forms throughout the history of life on Earth.
- Students will create a presentation about the five mass extinctions of organism on Earth to show when organisms emerged, went extinct, or evolved.
- Students will include in the presentation an argument for what will cause the next extinction.

ANCESTRAL RELATIONSHIPS



MS-LS4-2 Students who demonstrate understanding can:

Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer ancestral relationships.

CCC: Patterns can be used to identify cause and effect relationships.



Evidence of Understanding

Students will observe images of modern and fossil organisms as well as read articles about the similarities and differences among modern organisms and fossil organisms.

Students will construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer ancestral relationships.



Digital Tools

- *Website* - [Fossil Sorter Guide](#), [Virtual Fossil Museum](#) [Anatomical Similarities](#)
- *Mind Mapping Application* - [Venn Diagram](#), [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind+](#) [Mind Mapping](#)
- *Science Journal* - [Google Science Journal App](#), [Science Journal](#), [One Note](#)



In Practice

- Students will observe fossil organism images and make claims on a data collection application of ancestral relationships to modern organisms by identifying similarities and differences.
- Students will use a mapping application to describe a relationship among fossil organisms and modern organisms by mapping organisms with similarities.

ENVIRONMENTAL SCIENCE

GEOLOGIC TIME SCALE



MS-ESS1-4 Students who demonstrate understanding can:

Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's geologic history.

CCC: Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.



Evidence of Understanding

Students will construct a scientific explanation based on valid and reliable evidence in order to show that major events at national parks (i.e. formation of mountain chains and ocean basins, adaptation and extinction of organism, volcanic eruptions, glaciation, development of water structures, and erosion) are recorded in the layers of Earth's strata.



Digital Tools

- *Website - [Understanding Geologic Time](#)*
- *Website - [Making Your Own National Park Geologic Tour](#)*
- *Story Telling Application - [Animoto, Write About This](#)*



In Practice

- Students will analyze the rock strata and fossil records of national parks, ask questions, and construct explanations from evidence of major events in Earth's history.
- Students will communicate findings from the chosen national park in the form of a story.
- Students will use reasoning in the story to show the events that happened in the past continue today.

CYCLES AND ENERGY FLOW



MS-ESS2-1 Students who demonstrate understanding can:

Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

CCC: Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.



Evidence of Understanding

Students will develop a model of the rock cycle processes of melting, crystallization, weathering, deformation, and sedimentation .

Students will create a game for the class to play that takes students through the rock cycle processes. Students will use a classroom management system to record the procedures and rules for their game.



Digital Tools

- *Website* - [Earth's Processes](#)
- *Interactive Website* - [The Rock Cycle Diagram, How Do Rocks Undergo Change?, Erosion Investigation Lab](#)
- *Classroom Management System* - Google Classroom, Edmodo, Apple Classroom,
- *Data Collection* - [Google Science Journal, eLab Journal, SciNote Online, Science Journal, One Note](#)



In Practice

- Students work in teams to create proposed solutions to schoolyard erosion problems.
- They will journal their responses using a data collection tool of their choice.

GEOSCIENCE PROCESSES



MS-ESS2-2 Students who demonstrate understanding can:

Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

CCC: Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.



Evidence of Understanding

Students will make observations of satellite images from Google Earth to construct explanations based on evidence for how geoscience processes have changed Earth's surface at varying times and spatial scales.

Students will construct explanations based on evidence from maps that show past earthquakes and volcanoes that these events have changed Earth's surface and will will determine its future.



Digital Tools

- *Content Video* - [A guide to the energy of the earth , Can We Predict Earthquakes](#)
- *Website* - [Plot Earthquake Data](#)
- *Content* - [Earthquake , Volcanoes: Map, Alerts & Ash](#)
- *Website* - [Google Earth - Satellite Images](#)
- *Video Editing* - [Clips, WeVideo, Do-Ink, iMovie, TV News Maker](#)



In Practice

- Students will use web links in the digital tools section and an Earthquake app to map earthquake locations to predict future earthquakes or volcanos.
- Students will use news making apps to make a news broadcast that predicts the disaster, and supports why the disaster is imminent.
- Students will make observations of satellite images to construct an explanation based on evidence that weathering and erosion has occurred at varying times and spatial scales.
- Students will include this in their news broadcast.

FOSSILS & ROCKS



MS-ESS2-3 Students who demonstrate understanding can:

Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

CCC: Patterns in rates of change and other numerical relationships can provide information about natural systems.



Evidence of Understanding

Students will use digital tools to analyze large data sets for patterns and trends in simple wave patterns.



Digital Tools

- *Content Document* - Natural Disasters and Human Impact Research Document
- *Interactive Website* - Plate Tectonics
- *Interactive Website* - Mountain Making Website
- *Website* - Geography Website
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will analyze and interpret data from the tools websites on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motion.
- Students will create a presentation to show evidence that the continents were once all one landmass known as Pangaea and the constant movement of Earth's plates has created continental shapes.

NATURAL RESOURCES



MS-ESS3-1 Students who demonstrate understanding can:

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.

CCC: Cause and effect relationships may be used to predict phenomena in natural or designed systems.



Evidence of Understanding

Students will construct explanations based on evidence to the cause and effects of the uneven distributions of Earth's minerals, energy, and groundwater resources.



Digital Tools

- *Content Document* - 7 Billion Where do you Stand?
- *Content Video* - Natural Resources Video
- *Content Video* - Uneven Distribution of Natural Resources Video
- *Science Journal* - Google Science Journal, eLab Journal , SciNote Online, Lab Journal Apps: eLAB, SciNote, Google Science Journal



In Practice

- Students will watch the natural resources videos, access the statements on the "7 Billion Where do you Stand Document", and construct scientific explanations in a Science Journal based on evidence for the responses to the statements through fifteen.
- Students will indicate whether they strongly agree, agree, question, disagree, or strongly disagree along with their explanation.
- Students will construct five World of 7 Billion Population statements for classmates to evaluate.

NATURAL HAZARDS



MS-ESS3-2 Students who demonstrate understanding can:

Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

CCC: Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.



Evidence of Understanding

Students will analyze and interpret data on natural hazards to design solutions for problems presented from the natural hazards depending on the knowledge of history of catastrophic events.

Students will communicate designed solutions for the catastrophic events.



Digital Tools

- *Interactive Website* - [Stop Disaster Interactive Game](#)
- *Content Document* - [Catastrophic Events Powerpoint](#)
- *Paperless Classroom* - [Showbie](#)



In Practice

- Students will analyze and interpret data on natural hazards to forecast catastrophic events and design solutions on the Stop Disaster Website to prevent future destruction.
- Students will use paperless classroom apps to take pictures of design solutions on the Stop Disaster Website, test the design solutions, and construct and explanation for the solutions.

HUMAN IMPACT



MS-ESS3-4 Students who demonstrate understanding can:

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

CCC: Cause and effect relationships may be used to predict phenomena in natural or designed systems.



Evidence of Understanding

Students will construct an argument that supports the claim that as the human population grows, so does its effect on the environment.



Digital Tools

- *Mind Mapping Application* - [Bubbl.us](#), [MindMup](#), [Lucid Chart](#), [ReadWriteThink](#)
[Venn Diagram](#)
- *Website* - [Population and environment: a global challenge Article](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)



In Practice

- Students will analyze and interpret data from the Increase in Population article, create a mind map showing the impacts the increase has on Earth's systems, and write an argument for a solution for an impact listed in the map.
- Research news outlets to find real world examples of population impacts.

ADDITIONAL RESOURCES

TEACHER

- [Matter: Inquiry in Action](#)
- [The Periodic Table](#)
- [The Periodic Table and Energy Levels](#)
- [Nuclear App](#)
- [Periodic Table](#)
- [Molecularium](#)
- [Chem Ed- 360 Models](#)
- [States of Matter Simulation](#)
- [Build a Molecule Simulation](#)
- [RNA Virtual Lab](#)
- [Nova Elements App](#)
- [Energy Levels, Electrons, Covalent Bonding](#)
- [Temperature and the Rate of a Chemical Reaction](#)
- [Cooking with the Sun: Creating a Solar Oven](#)
- [Energy Forms and Changes Simulation](#)

- [Leafsnap App](#)
- [PBS Reproduction](#)
- [Corn for Fuel: Hands on Activity](#)
- [Pigeonetics](#)
- [Natural Selection Simulation](#)
- [Animal Adaptations Interactives](#)
- [Adaptation Virtual Lab](#)
- [Mutation Virtual Lab](#)
- [DNA Color Sheet](#)
- [What is a Mutation?](#)
- [Genes and DNA Virtual Lab](#)
- [Mutation Virtual Lab](#)
- [Asexual vs. Sexual M&M Lab](#)
- [Dragon Genetics](#)
- [Neuroscience Concepts & Activities by Grade Level: Middle School, Grades 7 - 8](#)
- [NASA Connects Resources](#)
- [The Science of the Sun](#)

- [Oreo Moon Phases](#)
- [Lunar Phases Interactive](#)
- [Moon Phase Calendar Plus App](#)
- [Solar Eclipse](#)
- [Season Interactive](#)
- [The Pull of the Planets](#)
- [Toilet Paper Solar System](#)
- [Pocket Solar System and Pocket Solar System Video](#)
- [A Solar System Journey](#)
- [To Scale: The Solar System Video](#)
- [Weather Lab](#)
- [The Coriolis Effect](#)