

Standard ID	Standard Text	Edgenuity Lesson Name
WA.MS-ESS.	EARTH AND SPACE SCIENCE	
MS-ESS1.	Earth's Place in the Universe	
	Students who demonstrate understanding can:	
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.	The Earth-Sun-Moon System Gravity and Motion
MS-ESS1-2.	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Gravity and Motion
MS-ESS1-3.	Analyze and interpret data to determine scale properties of objects in the solar system.	The Expanding Universe Star Systems and Galaxies The Solar System Planets Other Objects in the Solar System
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.	Absolute Dating Lab: Relative and Absolute Dating Geologic Time
MS-ESS2.	Earth's Systems	
	Students who demonstrate understanding can:	
MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Gravity and Motion Earth's Interior Plate Tectonics Rocks and The Rock Cycle Igneous Rocks Sedimentary Rocks Metamorphic Rocks Cycles of Matter Lab: Energy Transfer

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MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Relative Dating Lab: Relative and Absolute Dating Geologic Time Continental Drift Plate Tectonics Forces in Earth's Crust Lab: Plate Boundaries and Movement Earthquakes Volcanoes Weathering and Soil Erosion and Deposition Water and Wind Erosion Lab: Modeling Water Erosion Earth's Climate History
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.	Fossils Relative Dating Lab: Relative and Absolute Dating Continental Drift Plate Tectonics Characteristics of the Seafloor
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.	Cycles of Matter Surface Water Groundwater Ocean Water Ocean Circulation Atmospheric Moisture and Precipitation Water Resources
MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	Structure and Composition of the Atmosphere Energy in the Atmosphere Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Lab: Weather Patterns

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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.	Structure and Composition of the Atmosphere Energy in the Atmosphere Lab: Energy Transfer Winds Factors That Affect Climate Lab: Absorption and Radiation by Land and Water
MS-ESS3.	Earth and Human Activity	
	Students who demonstrate understanding can:	
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.	Minerals Energy on Earth Land Resources Water Resources Human Impact on Resources
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.	Lab: Plate Boundaries and Movement Earthquakes Volcanoes Storms Weather Forecasting Lab: Weather Patterns
MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Climate Change Land Resources Air Resources Water Resources Human Impact on Resources Lab: Effects of Human Activity on Freshwater Resources
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.	Land Resources Human Impact on Resources

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MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	Earth's Climate History Climate Change
WA.MS-ETS. ENGINEERING DESIGN		
MS-ETS1.	Engineering Design	
Students who demonstrate understanding can:		
MS-ETS1-1.	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Technological Design
MS-ETS1-2.	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Technological Design
MS-ETS1-3.	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Water and Wind Erosion
MS-ETS1-4.	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Technological Design
WA.RST.6-8. Reading Standards for Literacy in Science and Technical Subjects		
Key Ideas and Details		
RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.	Climate Change
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.	Volcanoes

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RST.6-8.3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Lab: Relative and Absolute Dating Lab: Plate Boundaries and Movement Lab: Modeling Water Erosion Lab: Energy Transfer Lab: Weather Patterns Lab: Absorption and Radiation by Land and Water Lab: Effects of Human Activity on Freshwater Resources
Craft and Structure		
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.	Weather Forecasting Lab: Weather Patterns
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.	Human Impact on Resources
RST.6-8.6.	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Weather Forecasting
Integration of Knowledge and Ideas		
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).	The Earth-Sun-Moon System Earth's Interior Cycles of Matter
RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Climate Change
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.	Relative Dating Absolute Dating Lab: Relative and Absolute Dating Plate Tectonics Lab: Plate Boundaries and Movement

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	Range of Reading and Level of Text Complexity	
RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	Climate Change
WA.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects	
	Text Types and Purposes	
WHST.6-8.1.	Write arguments focused on discipline-specific content.	
WHST.6-8.1(a)	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Human Impact on Resources
WHST.6-8.1(b)	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Human Impact on Resources
WHST.6-8.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Human Impact on Resources
WHST.6-8.1(d)	Establish and maintain a formal style.	Human Impact on Resources
WHST.6-8.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.	Human Impact on Resources
WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
WHST.6-8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Earth's Climate History
WHST.6-8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Earth's Climate History
WHST.6-8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Earth's Climate History

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WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Earth's Climate History
WHST.6-8.2(e)	Establish and maintain a formal style and objective tone.	Earth's Climate History
WHST.6-8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Earth's Climate History
WHST.6-8.3. (See note; not applicable as a separate requirement)		
WHST.6-8.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
Production and Distribution of Writing		
WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Climate Change
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.	Water Resources
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.	Water Resources
Research to Build and Present Knowledge		
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.	Climate Change

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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.	Weather Forecasting
WHST.6-8.9.	Draw evidence from informational texts to support analysis reflection, and research.	Weather Forecasting
Range of Writing		
WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Plate Tectonics Weather Forecasting