

## حل مراجعة لامتحان وفق الهيكل الوزاري منهج انسابير



### تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثامن ← علوم ← الفصل الثالث ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 20:53:21 2025-05-20

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة  
علوم:

إعداد: Ruwaida

### التواصل الاجتماعي حسب الصف الثامن



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الثامن والمادة علوم في الفصل الثالث

أسئلة مراجعة نهائية جميع الدروس منهج انسابير

1

الهيكل الوزاري الجديد 2025 منهج بريدج المسار العام

2

حل أوراق عمل مراجعة درس البراكين

3

أوراق عمل مراجعة درس البراكين بدون الحل

4

حل أوراق عمل مراجعة درس الزلازل

5



# GRADE 8 REVISION FOR EXAM -2025

MS RUWAIDA



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

|    |  |                            |     |    |
|----|--|----------------------------|-----|----|
| 1  | Students will explore different ways that information can be encoded and transmitted, while obtaining, evaluating, and communication information about the role of science in developing and using information technologies. ✓   | 6                          | 161 | 1  |
| 2  | Students will explore different ways that information can be encoded and transmitted, while obtaining, evaluating, and communication information about the role of science in developing and using information technologies. ✓   | 3                          | 167 | 2  |
| 3  | Students will compare digitized signals to analog signals, constructing explanations about how noise can cause an analog signals to degrade over time, whereas a digital signal can be reproduced and transmitted consistently. ✓                                      | Three Dimensional Thinking | 176 | 3  |
| 4  | Students will compare digitized signals to analog signals, constructing explanations about how noise can cause an analog signals to degrade over time, whereas a digital signal can be reproduced and transmitted consistently. ✓                                      | 1                          | 192 | 4  |
| 5  | Students will learn how people use resources and how increased consumption of resources affects Earth's systems. They will use evidence to explain how activities and technology can mitigate the negative impacts on earth.   | Collect evidence           | 40  | 5  |
| 6  | Students will learn how people use resources and how increased consumption of resources affects Earth's systems. They will use evidence to explain how activities and technology can mitigate the negative impacts on earth.   | 4                          | 44  | 6  |
| 7  | Students will explore Earth's motion and the seasons. They will develop and use models to explain how earth's rotation, revolution, and tilted axis cause the patterns of the seasons, day and night, and the apparent motions of the sun, Moon, and stars in the sky. | Three Dimensional Thinking | 66  | 7  |
| 8  | Students will explore Earth's motion and the seasons. They will develop and use models to explain how earth's rotation, revolution, and tilted axis cause the patterns of the seasons, day and night, and the apparent motions of the sun, Moon, and stars in the sky. | 2                          | 73  | 8  |
| 9  | Students will explore the phases of the Moon. They will develop and use models to explain how the Moon's revolution relates to the pattern of lunar phases.  | Collect evidence           | 81  | 9  |
| 10 | Students will explore the phases of the Moon. They will develop and use models to explain how the Moon's revolution relates to the pattern of lunar phases.  | Three Dimensional Thinking | 82  | 10 |

## MS RUWAIDA

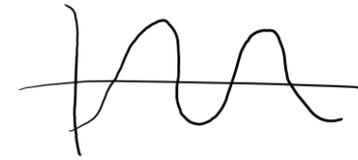
|    |   |                  |     |    |
|----|---|------------------|-----|----|
| 11 | Students will explore eclipses of the Sun and the Moon. They will develop and use models to explain how the motions of Earth and the Moon relate to the pattern of solar and lunar eclipses.  | Collect evidence | 102 | 11 |
| 12 | Students will explore eclipses of the Sun and the Moon. They will develop and use models to explain how the motions of Earth and the Moon relate to the pattern of solar and lunar eclipses.  | 1                | 108 | 12 |
| 13 | Students will develop and use models to describe the role of gravity in the formation of stars and the solar system. They also develop and use models to describe how gravity affects the motions of objects in the solar system, and they learn how galaxies are classified.             | Collect evidence | 137 | 13 |
| 14 | Students will develop and use models to describe the role of gravity in the formation of stars and the solar system. They also develop and use models to describe how gravity affects the motions of objects in the solar system, and they learn how galaxies are classified.             | 2                | 139 | 14 |
| 15 | Students will learn about the different types of objects in the solar system. They will analyze and interpret data to explore the technology scientists use to study the solar system. They will develop and use models to determine the scale properties of objects in the solar system. | 2                | 161 | 15 |

1. 6. What were the benefits of using the flashlight to send the messages?

6. What were the benefits of using the flashlight to send the messages?

Student answers may vary. They might notice that the light was

now ← immediate and clear. There was no delay between the person turning on the flashlight and the person seeing the flashlight.



2.



3. The wave shown in the graph above is affected by signal noise. How does this affect the quality of the wave?

- A It increases the quality.
- B It decreases the quality.**
- C The quality is not affected by noise.
- D It only affects the wave if you are far away from the source.

This is an analog signal

Noise cannot be removed  
Therefore decreasing the quality of information

3.

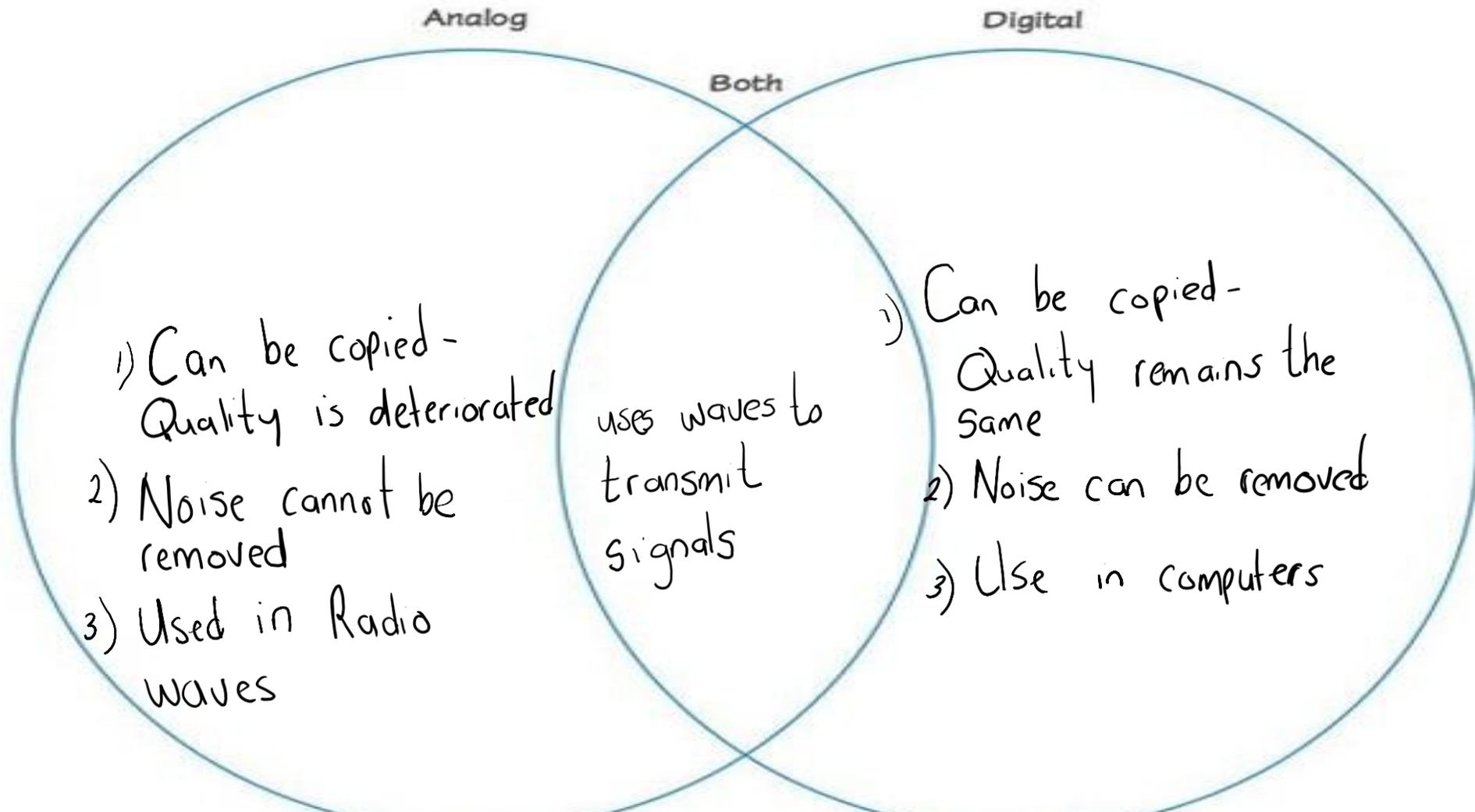
**THREE-DIMENSIONAL THINKING**

A speedometer in a car is designed to tell you how fast the car is moving at all times. **Construct an explanation** about what the information represents.

Answers may vary. Sample answer: The information represents the speed of the car. This is analog information because the information is continuously changing.

## Summarize It!

1. Compare and contrast analog and digital signals. Be sure to include the information a signal contains and the method of sending information.



5.

## COLLECT EVIDENCE

What types of technologies and activities help **mitigate** the effects of changes in Earth's systems? Record your evidence (C) in the chart at the beginning of the lesson.

→ To reduce or to help

UAE → Technology and activity being used  
↓  
Cloud Seeding →

**Sustainable Resource Use** Technological change sometimes can reduce our ecological footprint. For example, world food production has increased about fourfold since 1950, mainly through advances in irrigation, fertilizer use, and higher-yielding crop varieties, rather than through increased croplands. Similarly, switching to renewable energy sources such as wind and solar power can greatly reduce our ecological footprint. In Germany, which has invested heavily in wind, solar, small-scale hydropower, and public transportation, the ecological footprint is only 4.6 global hectares (gha) per person. In comparison, the average resident of the United States lives at a consumption level that requires 7.2 gha of biologically productive land.

Helps the earths systems by  
→ use of the water cycle  
→ Cooling of the atmosphere  
→ Production of greener environments

6. 4. **Evaluate** the impact on land, water, and/or the atmosphere of an activity you perform daily that requires the consumption of natural resources. How could you minimize these effects?

Consumption  
and  
Motivation

Accept all reasonable responses. Sample answer: Riding the school bus: The bus is built of metals and plastics that require mining and manufacturing, which disturb habitats and consume energy. The bus burns diesel fuel, which contributes to air pollution. The road the bus drives on is made of asphalt, which comes from oil and rocks. I could walk or bike to school. → Solution

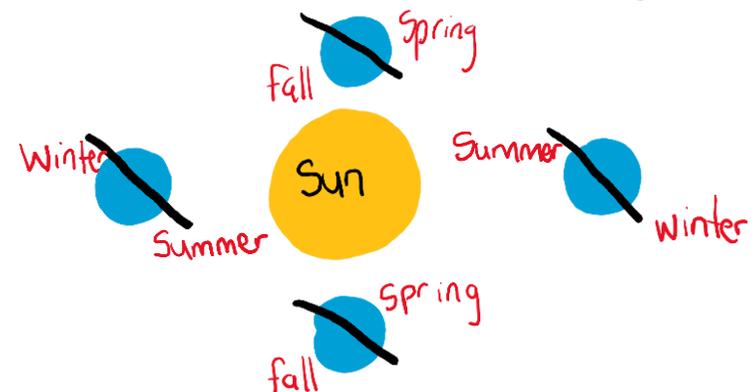
7. **THREE-DIMENSIONAL THINKING**

How does the varying amount of the Sun's solar energy cause the seasons? What effects does the tilt of Earth's rotation axis have on the seasons?

In Summer and winter earth's axis is directly facing the sun or is directly Not facing the sun.

Earth's tilt produces the seasons. As Earth orbits the Sun, the northern hemisphere leans toward and away from the Sun, affecting where the solar energy is concentrated on Earth's surface.

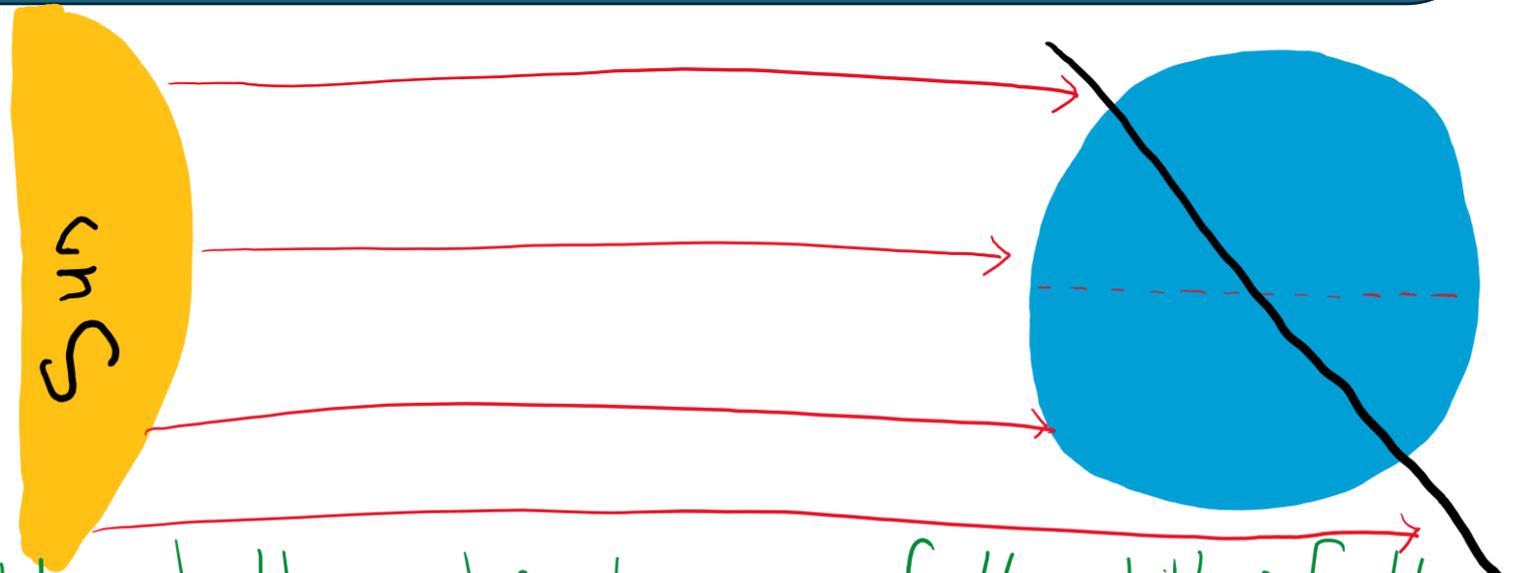
In Spring and fall The earth's axis is neither facing and not facing the sun.



8.

2. Which best explains why Earth is colder at the poles than at the equator?

- A Earth is farther from the Sun at the poles than at the equator.
- B Earth's orbit is not a perfect circle.
- C Earth's rotation axis is tilted.
- D Earth's surface is more tilted at the poles than at the equator.



The earth is colder at the poles ,because of the tilt of the earth. Warmer at the equator, because of the bulge of the earth.

9. COLLECT EVIDENCE

Where does the Moon receive its light? Record your evidence (A) in the chart at the beginning of the lesson.

→ The moon receives its light from the Sun and acts like a mirror, by reflecting its light.

Rotate - Spin

Revolve - One object moves around another.

10. THREE-DIMENSIONAL THINKING

**Explain** how the Moon can be rotating if the same side of the Moon is always facing Earth.

The Moon is rotating as it revolves around Earth. As the Moon revolves, it turns in such a way that one side always faces Earth. If the Moon did not rotate as it revolved, every part of the Moon would be visible from Earth at some point in its revolution.

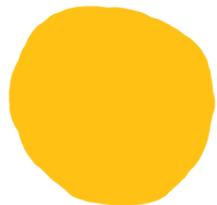
11.

## COLLECT EVIDENCE

What is necessary for a solar eclipse to take place? Record your evidence

(A) in the chart at the beginning of the lesson.

**Solar Eclipse** As the Sun shines on the Moon, the Moon casts a shadow that extends out into space. Sometimes the Moon passes between Earth and the Sun. **Solar eclipses can only occur during the new moon phase.** When Earth, the Moon, and the Sun are lined up, the **Moon casts a shadow on Earth's surface.** When the Moon's shadow appears on Earth's surface, a **solar eclipse** is occurring. As Earth rotates, the Moon's shadow moves along Earth's surface. The type of eclipse you see—total or partial—depends on where you are in the path of the eclipse.



Sun

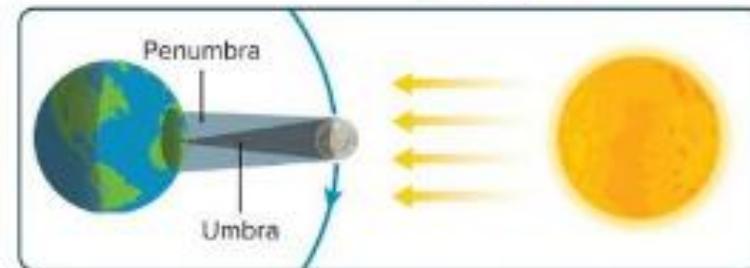
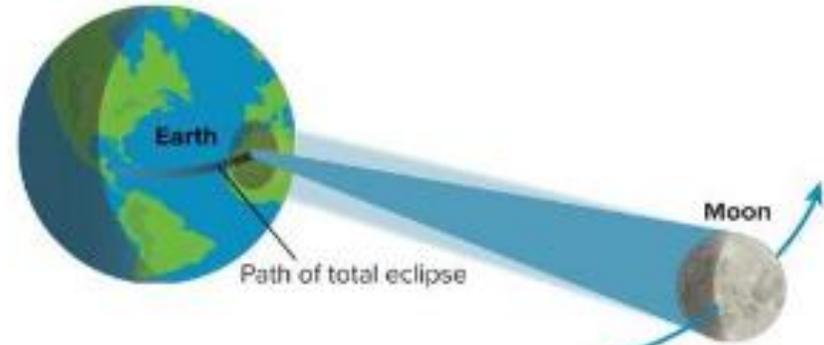


Moon



Earth

Position of the moon is between the sun and the earth.  
In a solar eclipse the moon makes a shadow on earth.

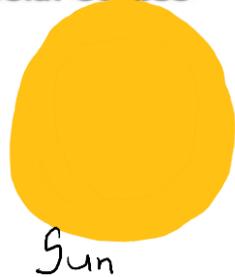


12.

## Summarize It!

1. Illustrate the positions of the Sun, Earth, and the Moon during a solar eclipse and during a lunar eclipse. Also identify the correct phase that the Moon is in during each type of eclipse.

### Solar eclipse



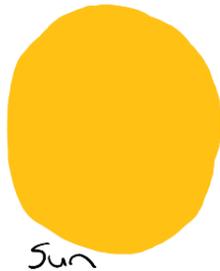
moon

Earth

Position of the moon  
between sun and earth

Phase: New Moon

### Lunar eclipse



Sun

Earth

Moon

Position of the  
moon After the  
earth

Phase: Full moon

13.

## COLLECT EVIDENCE

How does gravity impact the formation and structure of galaxies?

Record your evidence (C) in the chart at the beginning of the lesson.

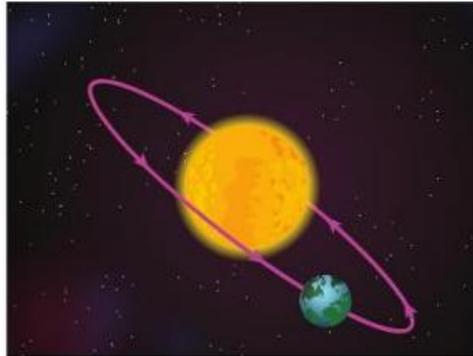
Galaxies are made by gravity pulling and collecting gas, dust and stars. And by holding it together.

## What are galaxies?

Most people live in towns or cities where houses are close together. Not many houses are found in the wilderness. Similarly, most stars exist in galaxies. Galaxies are huge collections of gas, dust, and stars held together by gravity. The universe contains hundreds of billions of galaxies, and each galaxy can contain hundreds of billions of stars. And many of those stars have planets and other celestial objects orbiting them.

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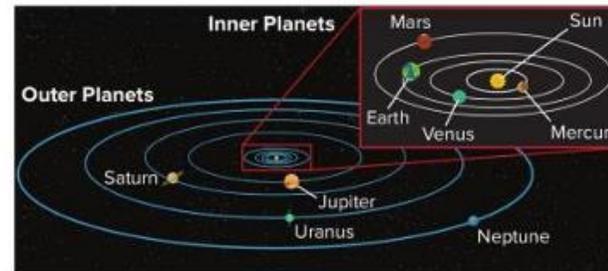
14. It was once thought that Earth was the center of the universe. Eventually, it was proven that the planets orbit around the Sun. The illustration shows the path of Earth's orbit around the Sun.



→ This is because no gravity is present to guide the movement of the earth

2. Describe the path of Earth if the Sun's gravity were to suddenly stop.
- A Earth would continue to move within its orbit.
  - B Earth would move in a straight line towards the Sun.
  - C Earth would move in a straight line instead of a curved line.**
  - D Earth would stop moving and become suspended in one spot.

15. NASA has been sending exploration missions to Mars for almost 50 years. The length of time it has taken the different spacecraft to reach Mars ranges from 150 days to 360 days. In order to make it possible for humans to travel to Mars, the travel time must be reduced.



Orbits of different planets differ in size.

2. Assume the different spacecraft were using the same amount of fuel at the same rate. Why are there such long differences in travel time?
- A The distance of Mars from the Sun changes.
  - B The distance from Earth to Mars changes.**
  - C The position of Earth from the Sun changes.
  - D The shape of the planet's orbit changes.

← This is because of the revolution of planet. Each planet moves at a different speed