

تجميع أسئلة مراجعة حسب منهج انسابير بدون الحل



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

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

المزيد من مادة
علوم:

التواصل الاجتماعي بحسب 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

حل تدريبات وفق الهيكل الوزاري منهج انسابير المسار المتقدم

1

حل تجميع أسئلة وفق الهيكل الوزاري منهج انسابير المسار المتقدم

2

نموذج اختبار تجريبي القسم الورقي

3

ملخص ومراجعة شاملة وفق الهيكل الوزاري مع الحلول

4

حل تدريبات الأسئلة الكتابية المتوقعة وفق الهيكل الوزاري

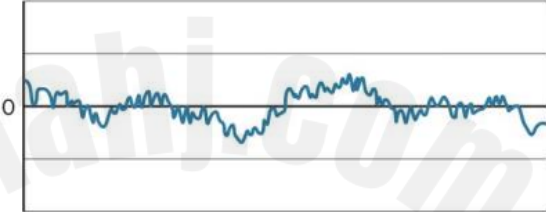
5

Grade 8 Inspire General Science

Practice Questions Document

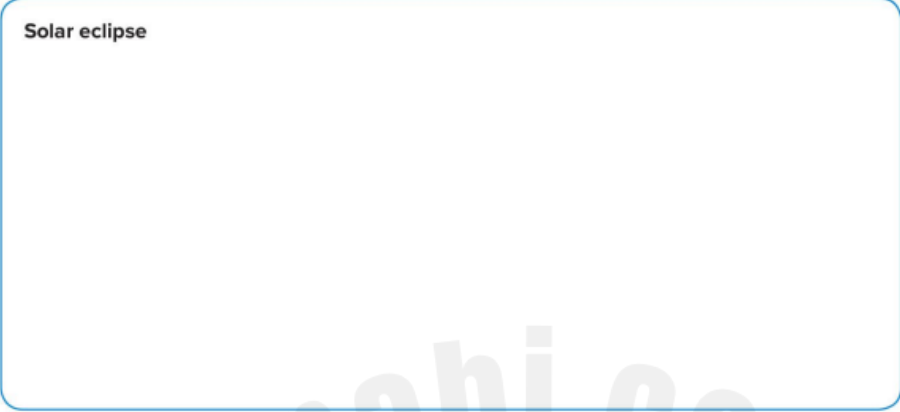

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يُحظر تصوير أو تداول هذه الوثيقة، وسيتم اتخاذ الإجراءات القانونية اللازمة ضد من يخالف ذلك

1.	<p>6. What were the benefits of using the flashlight to send the messages?</p>
2.	<div></div> <p>3. The wave shown in the graph above is affected by signal noise. How does this affect the quality of the wave?</p> <p>A It increases the quality.</p> <p>B It decreases the quality.</p> <p>C The quality is not affected by noise.</p> <p>D It only affects the wave if you are far away from the source.</p>
3.	<p>THREE-DIMENSIONAL THINKING</p> <p>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.</p>

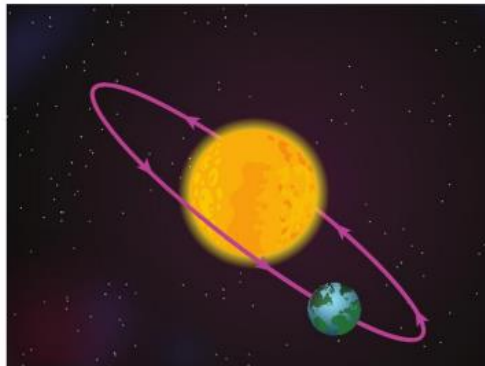
4.	<p>Summarize It!</p> <p>1. Compare and contrast analog and digital signals. Be sure to include the information a signal contains and the method of sending information.</p> <div data-bbox="305 373 1284 1226"> </div>
5.	<p>COLLECT EVIDENCE</p> <p>What types of technologies and activities help mitigate the effects of changes in Earth's systems? Record your evidence (C) in the chart at the beginning of the lesson.</p>
6.	<p>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?</p>

7.	THREE-DIMENSIONAL THINKING <p>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?</p>
8.	<p>2. Which best explains why Earth is colder at the poles than at the equator?</p> <p>A Earth is farther from the Sun at the poles than at the equator.</p> <p>B Earth's orbit is not a perfect circle.</p> <p>C Earth's rotation axis is tilted.</p> <p>D Earth's surface is more tilted at the poles than at the equator.</p>
9.	COLLECT EVIDENCE <p>Where does the Moon receive its light? Record your evidence (A) in the chart at the beginning of the lesson.</p>
10.	THREE-DIMENSIONAL THINKING <p>Explain how the Moon can be rotating if the same side of the Moon is always facing Earth.</p>
11.	COLLECT EVIDENCE <p>What is necessary for a solar eclipse to take place? Record your evidence (A) in the chart at the beginning of the lesson.</p>

12.	<p>Summarize It!</p> <p>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.</p> <div data-bbox="293 380 1187 789"> <p>Solar eclipse</p>  </div> <div data-bbox="293 816 1187 1226"> <p>Lunar eclipse</p>  </div>
13.	<p>COLLECT EVIDENCE</p> <p>How does gravity impact the formation and structure of galaxies? Record your evidence (C) in the chart at the beginning of the lesson.</p>

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.

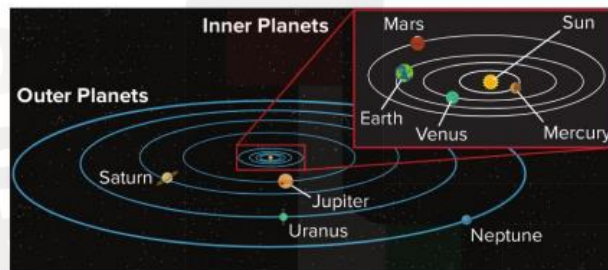


2. Describe the path of Earth if the Sun's gravity were to suddenly stop.

- 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.



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.

16.	<p>Summarize It!</p> <p>1. Diagram Create a diagram that shows what happens to a signal as it is transmitted over long distances.</p>
17.	<p>4. Explain What does it mean to encode a signal? Give an example.</p>
18.	<p>5. Infer Why are electromagnetic waves used to transmit signals?</p>
19.	<p>Which is more affected by noise analog signals or digital signals?</p>
20.	<p>3. Argue You and a friend are playing with portable two way radios. Your friend says this is the best form of digital communication she knows. Create an argument about why the toys are not digital communication.</p>
21.	<p>THREE-DIMENSIONAL THINKING</p> <p>Outline an argument for how deforestation impacts Earth's systems. What are the short-term consequences of clearing land? Using your knowledge of the cause-and-effect relationships associated with deforestation, predict the long-term consequences of clearing entire forests.</p>
22.	<p>3. In the space below, brainstorm actions you could take to minimize your ecological footprint.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
23.	<p>THREE-DIMENSIONAL THINKING</p> <p>How can the ecological footprint model be used to predict how changes in resource consumption might effect Earth's systems?</p>
24.	<p>COLLECT EVIDENCE</p> <p>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.</p>

25.	<p>Summarize It!</p> <p>1. Sketch Create a concept sketch that describes your understanding of how changes in human populations have a causal role in changing Earth's systems. To construct a concept sketch, begin by listing the relationships you want to describe. Then, draw your sketch and write complete sentences describing the sketch. Be creative!</p>
26.	<p>COLLECT EVIDENCE</p> <p>What evidence have you discovered to explain how Earth moves? Record your evidence (A) in the chart at the beginning of the lesson.</p>
27.	<p>Why does Earth orbit the Sun?</p>
28.	<p>THREE-DIMENSIONAL THINKING</p> <p>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?</p>
29.	<p>Summarize It!</p> <p>1. Construct Diagram how the Sun-Earth system causes the seasonal patterns. Include illustrations and science terms in your diagram.</p>
30.	<p>COLLECT EVIDENCE</p> <p>How does the Moon's revolution contribute to lunar phases? Record your evidence (B) in the chart at the beginning of the lesson.</p>

31.

Summarize it!

1. **Identify** the moon phase represented by each illustration. Then draw what each phase looks like from Earth.



= Sun



= Moon



= Earth

	 Phase _____		 Phase _____
	 Phase _____		 Phase _____
	 Phase _____		 Phase _____
	 Phase _____		 Phase _____

32.

Halley's Comet orbits the Sun and can be seen from Earth about every 76 years. However, before the work of Sir Isaac Newton and Edmond Halley, comets were thought to pass in a straight line through the solar system. In 1705, Edmond Halley used Newton's laws to determine the gravitational effects of Jupiter and Saturn on a comet that he observed in 1682. Using this information and historical records, he determined that comets seen in 1531 and 1607 were the same comet. Halley correctly calculated the orbit of the comet and predicted its return in 1758.

3. Newton's laws state that all objects exert gravitational force and that objects with more mass exert more force. Which system of objects has the greatest effect on the orbit of Halley's comet?
- A** Earth, the Sun, and the Moon
 - B** the Sun, Jupiter, and Saturn
 - C** asteroids, meteoroids, and dwarf planets
 - D** Earth, the Sun, and Saturn

33.	COLLECT EVIDENCE How did the solar system form? Record your evidence (B) in the chart at the beginning of the lesson.
34.	THREE-DIMENSIONAL THINKING Using what you know about how the solar system formed, construct an explanation of how other solar systems in other galaxies form.

