

تم تحميل هذا الملف من موقع المناهج الإماراتية



أسئلة مراجعة وفق الهيكل الوزاري منهج انسابير

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

تاريخ إضافة الملف على موقع المناهج: 2024-11-06 16:27:14

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

المزيد من مادة
علوم:

إعداد: Eyad Mohamed

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 الأول

مراجعة شاملة للاختبار التكويني الثاني

1

الهيكل الوزاري الجديد المسار العام منهج انسابير

2

الهيكل الوزاري الجديد المسار العام منهج بريدج

3




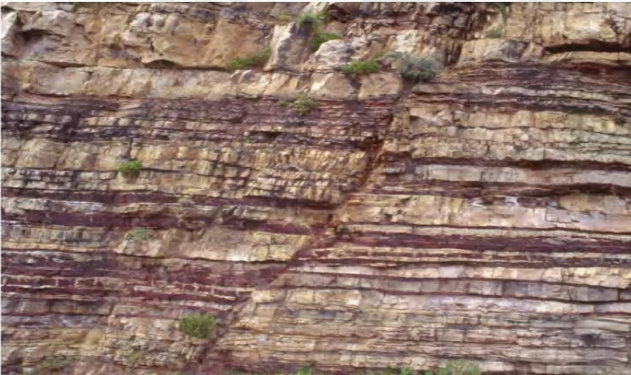
اختبار القياس الدولي IBT متبوع بالإجابات

4

أوراق عمل درس سرعة التفاعل الكيميائي

5

General Inspire Science Grade 8 EOT1 Practice Questions 2024 -2025
 أسئلة هيكل السابيس انسباير الصف الثامن الفصل الأول للعام الدراسي 2024-2025

No.	Example
MCQ الاختبار الالكتروني	
<p>1</p>	<div style="float: right; border: 1px solid black; padding: 5px; margin-bottom: 10px;">Unit1 page 10</div> <p>The Present Is the Key to the Past</p> <p>Compare the images of erosion below.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>1. Do you think the processes that form and shape the small stream bed are similar to those that form and shape the Grand Canyon? Why or why not?</p> <p>.....</p> <p>.....</p>
<p>2</p>	<div style="float: right; border: 1px solid black; padding: 5px; margin-bottom: 10px;">Unit1 page 11</div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>THREE-DIMENSIONAL THINKING</p> </div> </div> <p>Scientists use the principle of uniformitarianism to interpret Earth’s history. Suppose you discover a rock from an ancient beach. Now imagine you are standing on that ancient beach. What do you think would you see?</p> <p>Explain how your answer relates to the principle of uniformitarianism.</p> <p>.....</p> <p>.....</p>
<p>3</p>	<div style="float: right; border: 1px solid black; padding: 5px; margin-bottom: 10px;">Unit1 page 16</div>  <p>5. Notice the large fault cutting across the rock layers. Do you think the fault and the rock layers are the same age? why or why not ?</p> <p>.....</p> <p>.....</p>

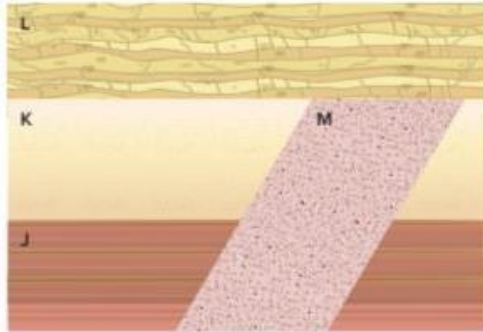
4



Three-Dimensional Thinking

Unit1 page 25

Imagine you are a geologist. You have been asked to analyze and interpret the rock sequence below. Your task is to determine the relative ages of the rocks.



2. Order the features in the illustration from oldest to youngest.
A. JKLM
B. MJKL
C. JKML
D. MLKJ
3. Which geologic principle must be assumed to determining the relative age of M?
A. cross-cutting relationships.
B. superposition
C. original horizontality
D. inclusions

5

Unit1 page 63

What is the importance of DNA?

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Which statement correctly describes the relationship between genes and DNA?

- A. DNA is found inside the nucleus of a cell, while genes are found outside the nucleus.
- B. A gene is a segment of DNA.
- C. DNA is a segment of a gene.
- D. Genes and DNA are not related.

What is a chromosome made of?

- A. DNA and proteins
- B. only proteins
- C. only nucleic acids
- D. carbohydrates and lipids

How does the structure of DNA allow it to store a lot of information in a small space?

- A. The DNA is spread out across the cell.
- B. The DNA is embedded in proteins.
- C. The DNA strands are tightly coiled.
- D. The DNA is folded into large bundles.

6

Unit1 page 68-69

*What is **transcription**?

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* What is **translation**?

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• The helps form chemical bonds between amino acids during translation.

- A. tRNA
- B. rRNA
- C. DNA
- D. Mrna

• **What is the main product of transcription?**

- A. a new DNA strand for cell division
- B. a sequence of amino acids for proteins
- C. an mRNA strand from DNA
- D. a newly formed ribosomal subunit

• **How are transcription and translation related?**

- A. both processes occur in the cell's cytoplasm
- B. translation modifies the DNA that is created during transcription
- C. transcription provides the RNA that is used in translation
- D. both processes involve the synthesis of proteins

7

Unit2 page 23

MATH Connection The motion of a person or object can be explained by examining how the position changes over time. Practice using the mathematical model, the average speed equation.

1. A truck driver makes a trip that covers 2,380 km in 28 hours. What is the driver's average speed in km/h?



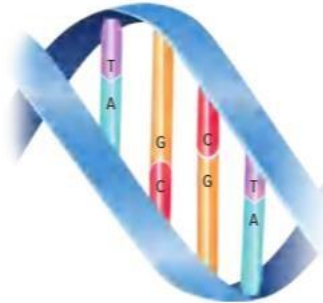
2. What is the average speed of a soccer ball that travels 34 m in 2.0 s?

3. How long would it take a bus traveling at 52 km/h to travel 130 km?

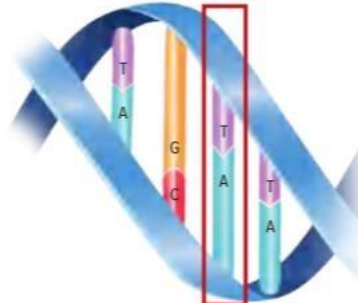


Three-Dimensional Thinking

Use the diagram below to answer the following questions.



Before Replication



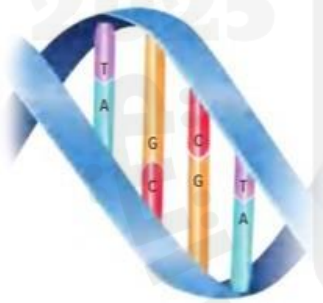
After Replication

2. The diagram above shows a segment of DNA before and after replication. Which could have occurred as a result of this change in structure?
- A changes to the genotype of the organism
 - B changes to the traits of the organism
 - C changes in the production of proteins
 - D all of the above

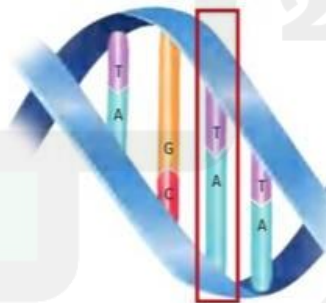


Three-Dimensional Thinking

Use the diagram below to answer the following questions.



Before Replication



After Replication

3. The mutation shown above resulted in muscle degeneration. The effect of this mutation is that muscles become progressively weaker. What type of mutation is this?
- A positive
 - B neutral
 - C negative
 - D none of the above

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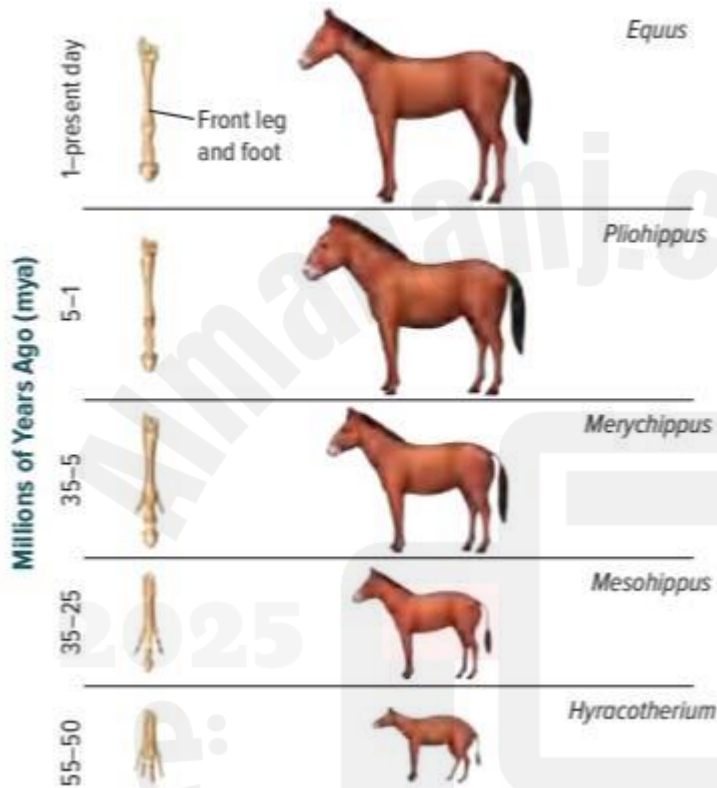
Real-World Connection

Unit1 page 78

4. **Write** Your English teacher has asked you to write a short story about a superhero with a mutation that causes powers, using a real factor that causes mutations. Identify your character below, and describe the cause and effects of the mutation. Explain how your superhero models a negative, positive, or neutral mutation.

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Unit1 page 141



THREE-DIMENSIONAL THINKING

Examine the chart of the evolution of horses above. What **patterns** of **change** have occurred over 55 million years?

COLLECT EVIDENCE

What can patterns in the fossil record tell us about evolution? Record your evidence (B) in the chart at the beginning of the lesson.

12



ENCOUNTER
THE PHENOMENON

Why do all of these dogs look different?

Unit1 page 103

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13

How can humans influence traits of organisms, such as dogs, through selective breeding?

Unit1 page 108

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14

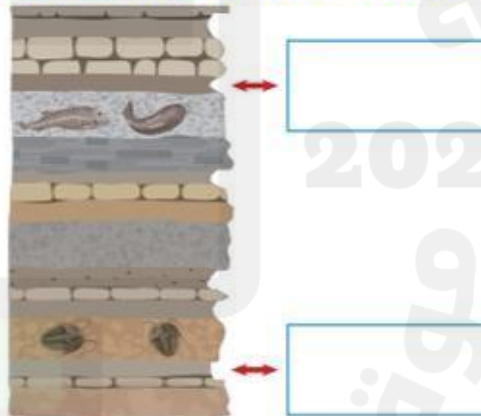
What can fossils tell us about time?

Unit1 page 136

INVESTIGATION

Analyze the Age

In the image you can see fossils buried in rock layers. Examine the image and answer the questions below.



1. If the topmost rock layer of the image is present day, then what is the relative age of the areas that are indicated by the arrows to each other? Infer the age of the areas by writing *older* or *younger* in the boxes provided.

2. Why did you place the words *older* or *younger* in those locations?

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3. What do you think the placement of fossils in the rock layers above can tell us about time?

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15



THREE-DIMENSIONAL THINKING

What **patterns** exist between all forces that you apply to objects or **systems** of objects?

Unit2 page 64

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16



COLLECT EVIDENCE

How does modeling Newton's third law help explain what happens when an airboat pushes on the air?

Unit2 page 67

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Unit1 page 97



Identify each image as either representing camouflage or mimicry

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Which structural adaptation allows animals to use their physical appearance to avoid predators?

- A. mimicking other species to confuse predators
- B. using bright colors to attract predators
- C. living in herds to protect themselves from predators
- D. making loud noises to scare predators away

18

COLLECT EVIDENCE

How do adaptations affect organisms, such as orchid plants?

Unit1 page 97

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19

Real-World Connection

Unit1 page 100

5. Brainstorm Do you own clothes with a camouflage pattern? These are designed to help you blend in outdoors. What other organisms can you think of that use camouflage? Explain the benefit(s) that this provides the organism.

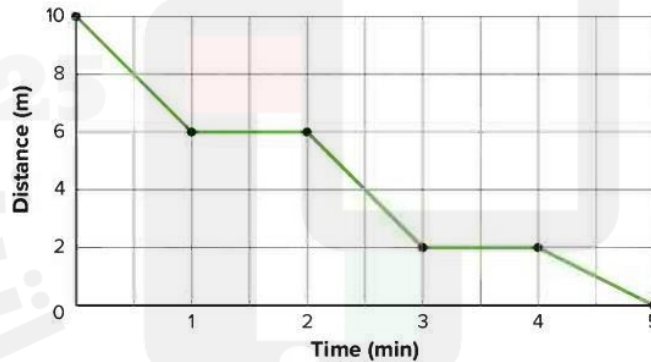
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20

Real-World Connection

Unit2 page 32

4. Interpret Data The plot below shows the motion of an elevator. Explain its motion.



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21

5. Calculate A driver travels 55 km in 1 hour. He then drives at a speed of 35 km/h for 2 hours. Next, he drives 175 km in 3 hours. What was his average speed?

Unit2 page 32

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22

ENCOUNTER THE PHENOMENON

What happens to the motion of the water tube when it's pushed or pulled?

Unit2 page 35

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23



COLLECT EVIDENCE

How does friction's effect on motion help explain what happens when you push or pull a water tube?

Unit2 page 47

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24



COLLECT EVIDENCE

How does modeling Newton's third law help explain what happens when an airboat pushes on the air?

Unit2 page 67

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Real-World Connection

Unit2 page 74

5. Explain When you run, your feet are pushing you forward. Friction keeps your foot in contact with the ground. According to Newton's third law, you are pushing the ground back. Construct an explanation for why Earth is not changing its motion.

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6. Explain To steer an airboat, rudders sit behind the fan. When the air passes through the turned rudders, it turns the boat. Use Newton's third law to construct an explanation on how the rudders turn the boat.

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26



COLLECT EVIDENCE

How does the relationship between mass and gravity and the relationship between distance and gravity explain why the skydiver fell as she did?

Unit2 page 86

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27

Real-World Connection

Unit2 page 94

5. Predict If an astronaut moved away from Earth in the direction of the Moon, how would the gravitational force between Earth and the astronaut change? How would the gravitational force between the Moon and the astronaut change?

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6. Explain You overhear someone say the gravitational force between two 50-kg objects is less than the gravitational force between a 50-kg object and a 5-kg object. What question could you ask this person in order to challenge their argument? Explain.

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Unit1 page 14



1. Do you think all of the rock layers in the picture formed at the same time? Why or why not?

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Unit1 page 14

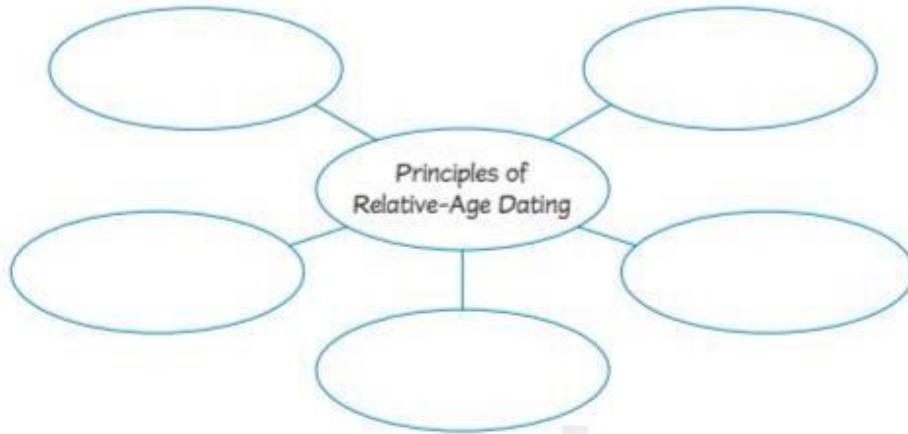


2. If you think the rocks formed at different times. Which layers are the oldest and which are the youngest ?Explain.

30

7. What are the principles of relative-age dating?

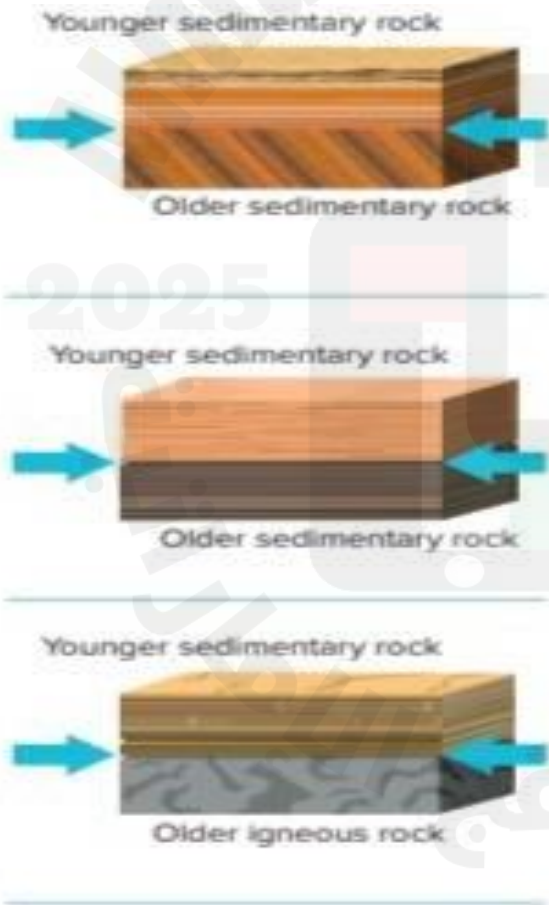
Unit1 page 17



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Identify the unconformities in the image below:

Unit1 page 33



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Unit1 page 101



Three friends were working on their history homework together when they noticed that the corn in an image in their textbook looked a lot different than what corn looks like today. Here are their thoughts:

Deidra: I think the corn from the history book is a different species than the corn we eat today.

Jayden: I think that the corn is the same species, but it has changed over time.

Natalia: It think the corn looks different because we grow it differently today. If we grew it the same way, it would look the same.

Circle the student you agree with most. Explain your choice.

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37

Unit1 page 108



THREE-DIMENSIONAL THINKING

Can traits of organisms always be predicted with selective breeding? **Explain** how multiple **causes** can influence the traits of an organism.

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38

Unit1 page 114

WRITING Connection

Explain how natural selection and artificial selection are related. Include a main idea, supportin details and a concluding sentence.

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39

Unit1 page 129



Four friends were comparing their ideas about fossils. This is what they said:

- Emma:** I think fossils are pieces of dead animals and plants, and tell us little about the animal or plant.
- Aidan:** I think fossils only come from bones of extinct animals that lived millions of years ago.
- Ethan:** I think fossils are the evidence of the existence of organisms seen in the remains of bones, shells, or even impressions of rock layers.
- Madison:** Fossils are the remains of plants and animals that have recently died. Their remains cannot be preserved for very long.

With whom do you agree most? Explain why you agree with that person.

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40

ENCOUNTER
THE PHENOMENON

How do fossils, such as *Tiktaalik*, provide evidence of evolution?

Unit1 page 131

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Use the figure below to answer question 2.

Unit1 page 145



2. What method can scientists use to analyze and interpret when the fossils in the bottom of the figure appeared on Earth?

- A relative-age dating
- B trace fossils
- C mineralization
- D carbonization

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3. What pattern can scientists use to interpret the information about the fossils shown in the rock layers?

- A Rock layers all contain different sets of fossils.
- B Older fossils are located closest to Earth's surface.
- C Fossils are younger the closer they are to the surface.
- D Each fossil is younger than the rock layer in which it is found.

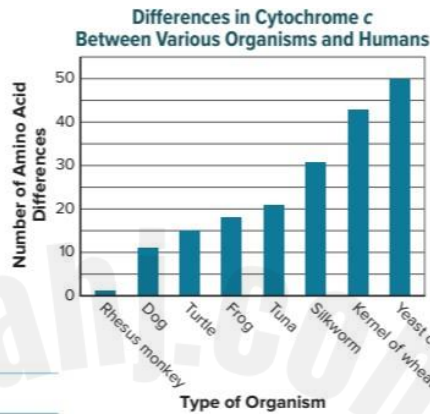
Unit1 page 145

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Evolving Your Knowledge

Proteins, such as cytochrome c, are made from combinations of 20 amino acids. The graph to the right shows the number of amino acid differences in cytochrome c between humans and other organisms. Use the graph to answer the questions.

1. Which organisms do you think might be more closely related to each other: a dog and a turtle or a dog and a silkworm? Explain your answer.

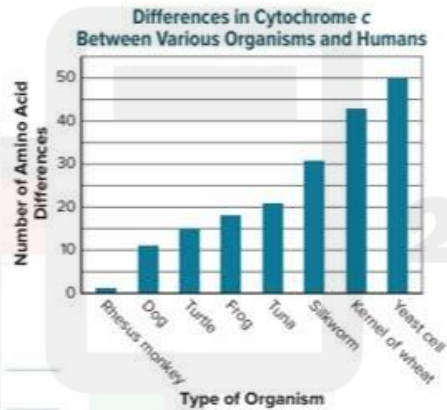


Unit1 page 157

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Evolving Your Knowledge

Proteins, such as cytochrome c, are made from combinations of 20 amino acids. The graph to the right shows the number of amino acid differences in cytochrome c between humans and other organisms. Use the graph to answer the questions.



2. Which organism has the least differences in the number of amino acids in cytochrome c compared to humans? Which organism has the greatest difference?

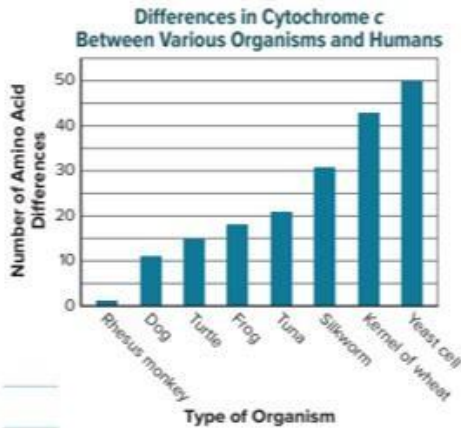
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Unit1 page 157

45

Evolving Your Knowledge

Proteins, such as cytochrome c, are made from combinations of 20 amino acids. The graph to the right shows the number of amino acid differences in cytochrome c between humans and other organisms. Use the graph to answer the questions.



Unit1 page 157

- Notice the number of differences of amino acids in cytochrome c between each organism and humans. How might these differences explain the relatedness of each organism to humans?

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46

ENCOUNTER THE PHENOMENON

How can you describe the position and motion of the train outside the window?

Unit2 page 7

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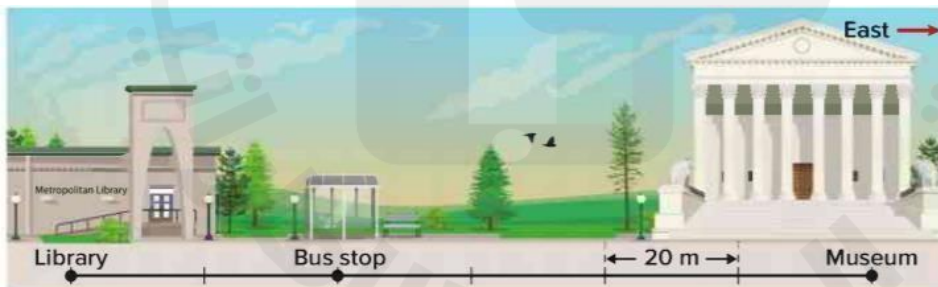
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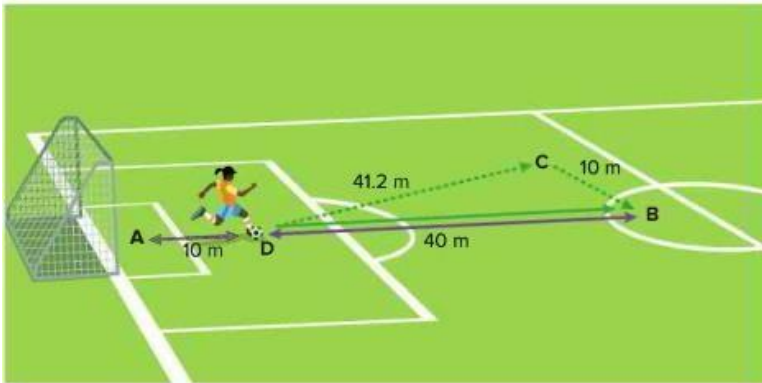
47

The reference point in the image is East. Abdulrahman move from the bus stop to the museum. Has he moved positive or negative to thereference point?

Unit2 page 12



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- What is the total distance covered by the player from points A to D to C to B?
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- What is the magnitude of the displacement of the player from A to B?
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MATH Connection The motion of a person or object can be explained by examining how the position changes over time. Practice using the mathematical model, the average speed equation.

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- What is the average speed of a soccer ball that travels 34 m in 2.0 s?

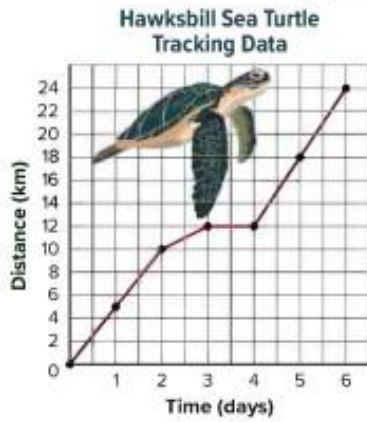
- How long would it take a bus traveling at 52 km/h to travel 130 km ?

50



THREE-DIMENSIONAL THINKING

Analyze the data on the plot below. Determine the speed of the hawksbill sea turtle during each interval listed below.



Day 0 to day 2: _____

Day 2 to day 3: _____

Day 3 to day 4: _____

Day 4 to day 6: _____

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MATH Connection

In the PhET interactive simulation, a force of 100 N is applied to the wrapped present, giving it an acceleration of 2 m/s^2 . What is the mass of the object?



What is the acceleration when a force of 2.0 N is applied to a ball that has a mass of 0.60 kg?



Good Luck!
☺