



Physical Science with Earth Science

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STANDARDS		PAGE REFERENCES
PHYSICAL SCIENCE		
Standard 1: Nature of Science		
Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.		
Goal 1.1: Understand Systems, Order, and Organization		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.1.1.1	Explain the scientific meaning of system, order, and organization. (648.01a)	Student Edition: 529 <i>Integrate History 9</i> Teacher Wraparound Edition: QD 41; TC 126, 750
8-9.PS.1.1.2	Apply the concepts of order and organization to a given system. (648.01a)	Student Edition: 166-174, 194-195, 218-222, 223-229, 231-237, 365-366, 377-378, 462-467, 501-506, 588-596, 608-615 Teacher Wraparound Edition: ACT 7; DIS 221; LD 591; TPK 22

STANDARDS		PAGE REFERENCES
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.1.2.1	Use observations and data as evidence on which to base scientific explanations. (648.02a)	Student Edition: <i>Lab</i> 196, 208-209, 230, 278-279, 380-381, 445, 616, 676-677, 807 <i>Design Your Own Lab</i> 344-345, 414-415, 540-541 <i>Use the Internet Lab</i> 476-477 <i>Model and Invent Lab</i> 840-841
8-9.PS.1.2.2	Develop models to explain concepts or systems. (648.02b)	Student Edition: <i>Design Your Own Lab</i> 88-89 <i>Launch Lab</i> 185, 217 <i>Lab</i> 196, 271, 468, 523 <i>MiniLAB</i> 200, 628 <i>Model and Invent Lab</i> 710-711, 808-809 Teacher Wraparound Edition: IL 202, 521; IM 184F, 286F
8-9.PS.1.2.3	Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)	Student Edition: <i>Lab</i> 51, 118-119, 380-381, 636-637, 775, 830 <i>Design Your Own Lab</i> 88-89, 144-145, 242-243, 414-415, 446-447 <i>Model and Invent Lab</i> 176-177 <i>Use the Internet Lab</i> 508-509, 598-599
Goal 1.3: Understand Constancy, Change, and Measurement		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.1.3.1	Measure changes that can occur in and among systems. (648.03b)	Student Edition: 160-165, 294-299, 411-413 <i>Design Your Own Lab</i> 88-89 <i>Model and Invent Lab</i> 176-177 <i>Integrate Physics</i> 220 <i>Lab</i> 278-279, 300, 379, 507, 776-777 <i>MiniLAB</i> 756 <i>Applying Math</i> 757

STANDARDS		PAGE REFERENCES
8-9.PS.1.3.2	Analyze changes that can occur in and among systems. (648.03b)	Student Edition: 135-143, 193-195, 197-202, 260-265, 276-277, 301-309, 400-405, 407-413, 431-437, 438-444, 535-539 <i>Integrate Career</i> 114 <i>Model and Invent Lab</i> 176-177 <i>Lab</i> 379 Teacher Wraparound Edition: A 277
8-9.PS.1.3.3	Measure and calculate using the metric system. (648.03c)	Student Edition: 14-21 <i>MiniLAB</i> 71 <i>Lab</i> 87, 118-119, 175, 278-279, 300, 310-311, 507, 741, 742-743, 776-777 <i>Design Your Own Lab</i> 144-145, 568-569 Teacher Wraparound Edition: IM 550F
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State		
No objectives in Physical Science.		
Goal 1.5: Understand Concepts of Form and Function		
No objectives in Physical Science.		
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.1.6.1	Identify questions and concepts that guide scientific investigations. (649.01a)	Student Edition: <i>Science Online</i> 101 Teacher Wraparound Edition: A 51; AIL 28, 242, 278, 310, 344, 414, 446; IL 236, 306, 434, 564, 697
8-9.PS.1.6.2	Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	Student Edition: 6-13 <i>MiniLAB</i> 25 <i>Design Your Own Lab</i> 88-89, 144-145, 242-243, 344-345, 414-415, 446-447, 540-541, 568-569 Teacher Wraparound Edition: A 13; ACT 9; R 13

STANDARDS		PAGE REFERENCES
8-9.PS.1.6.3	Use appropriate technology and mathematics to make investigations. (649.01c)	<p>Student Edition: 76-80, 162-165 <i>MiniLAB</i> 19 <i>Integrate Astronomy</i> 74 <i>Lab 87</i>, 118-119, 134, 278-279, 379 <i>Model and Invent Lab</i> 176-177 <i>Use the Internet Lab</i> 476-477, 598-599</p> <p>Teacher Wraparound Edition: CYD 89, 145</p>
8-9.PS.1.6.4	Formulate scientific explanations and models using logic and evidence. (649.01d)	<p>Student Edition: <i>Lab</i> 51, 112, 196, 271, 406, 445, 636-637 <i>Design Your Own Lab</i> 88-89, 144-145, 344-345, 540-541 <i>Model and Invent Lab</i> 176-177, 710-711, 808-809</p> <p>Teacher Wraparound Edition: UP 67</p>
8-9.PS.1.6.5	Analyze alternative explanations and models. (649.01e)	<p>Student Edition: 218-222, 354-361 <i>Communicating Your Data</i> 29, 89, 119, 209, 243, 279, 569, 637, 741, 775, 777</p> <p>Teacher Wraparound Edition: CYD 230</p>
8-9.PS.1.6.6	Communicate and defend a scientific argument. (649.01f)	<p>Student Edition: <i>Integrate History</i> 465 <i>Use the Internet Lab</i> 508-509 <i>Debate</i> 510 <i>Communicating Your Data</i> 677</p> <p>Teacher Wraparound Edition: ACT 239; CC 495; PR 50, 241, 500; R 493; RS 49</p>
8-9.PS.1.6.7	Explain the differences among observations, hypotheses, and theories. (649.01g)	<p>Student Edition: 8, 12 <i>Section Review</i> 13 <i>Launch Lab</i> 577 <i>Science Skill Handbook</i> 853-855</p> <p>Teacher Wraparound Edition: SJ 11; TTT 4F</p>

STANDARDS		PAGE REFERENCES
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors		
No objectives in Physical Science.		
Goal 1.8: Understand Technical Communication		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.1.8.1 Analyze technical writing, graphs, charts, and diagrams. (658.02a)	Student Edition: 22-26 <i>Lab 27, 51, 118-119, 278-279, 507, 653, 676-677, 776-777, 830</i> <i>Design Your Own Lab 88-89, 540-541, 568-569</i> <i>Model and Invent Lab 808-809</i>	Teacher Wraparound Edition: A 26
Standard 2: Physical Science		
Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.		
Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions		
No objectives in Physical Science.		
Goal 2.2: Understand Concepts of Motion and Forces		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.2.2.1 Explain motion using Newton's Laws of Motion. (650.04b)	Student Edition: 98-103, 104-111, 113-117 <i>MiniLAB 99</i> <i>Science Online 105</i> <i>National Geographic 115</i> <i>Lab 118-119</i>	Teacher Wraparound Edition: DI 100; MM 100; QD 102, 115; SCB 96E-F; SJ 114; V 115; VL 99

STANDARDS		PAGE REFERENCES
Goal 2.3: Understand the Total Energy in the Universe is Constant		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.2.3.1	Explain that energy can be transformed but cannot be created nor destroyed. (650.05a)	Student Edition: 135-143, 149 #19, 151 #9, 163, 274, 734 <i>Integrate Environment</i> 139 <i>Design Your Own Lab</i> 144-145 <i>Science and History</i> 146 Teacher Wraparound Edition: DIS 146; FF 140; LD 138; PR 135; SCB 126F; USW 139
8-9.PS.2.3.2	Classify energy as potential and/or kinetic and as energy contained in a field. (650.05b)	Student Edition: 128-133, 135-143 <i>MiniLAB</i> 131 <i>Lab</i> 134 <i>National Geographic</i> 138 <i>Design Your Own Lab</i> 144-145 Teacher Wraparound Edition: DI 140; IL 141; PR 133; QD 130, 132; SCB 126E-F; USW 130; V 138
Goal 2.4: Understand the Structure of Atoms		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.2.4.1	Describe the properties, function, and location of protons, neutrons, and electrons. (650.01a)	Student Edition: 392-393, 579-583, 592-593, 786-788 <i>MiniLAB</i> 581, 789 <i>National Geographic</i> 582 <i>Science Online</i> 593 Teacher Wraparound Edition: CFU 587; DI 592; IM 586; MM 787; V 582
8-9.PS.2.4.2	Explain the processes of fission and fusion. (650.01b)	Student Edition: 141, 151 #10, 484-500, 801-806 <i>Science Online</i> 141 <i>MiniLAB</i> 802 <i>Lab</i> 807 Teacher Wraparound Edition: A 500; CFU 143, 500, 806; MM 803; R 806; TFYI 141; USW 141

STANDARDS		PAGE REFERENCES
8-9.PS.2.4.3	Describe the characteristics of isotopes. (650.01c)	Student Edition: 586-587, 672-673, 789, 804-806 <i>Applying Science</i> 586 <i>Integrate Chemistry</i> 804 Teacher Wraparound Edition: A 587; DI 586; R 790; VL 586
8-9.PS.2.4.4	State the basic electrical properties of matter. (650.01d)	Student Edition: 392-399, 786-788 <i>National Geographic</i> 397 <i>MiniLAB</i> 398 Teacher Wraparound Edition: ACT 393; CFU 399; DIS 394, 788; QD 394, 788; SJ 393; UAA 393, 594; V 397
8-9.PS.2.4.5	Describe the relationships between magnetism and electricity.	Student Edition: 431-437, 438-444, 456-461 <i>Lab</i> 445 <i>Design Your Own Lab</i> 446-447 Teacher Wraparound Edition: A 444; CFU 437; FF 432; IM 439, 457; R 437, 444; SCB 422E; TFYI 432; VL 433
Goal 2.5: Understand Chemical Reactions		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.2.5.1	Explain how chemical reactions may release or consume energy while the quantity of matter remains constant. (650.03a)	Student Edition: 567, 573 #23, 721-725 <i>Applying Math</i> 566 <i>Section Review</i> 567 <i>Design Your Own Lab</i> 568-569 <i>MiniLAB</i> 724 Teacher Wraparound Edition: A 569; IM 550F; MM 732; QD 722; SCB 550E, 718E

STANDARDS		PAGE REFERENCES
<u>Standard 5: Personal and Social Perspectives; Technology</u>		
Students understand that science and technology interact and impact both society and the environment.		
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced		
No objectives in Physical Science.		
Goal 5.2: Understand the Relationship between Science and Technology		
Objective(s): By the end of Physical Science, the student will be able to:		
8-9.PS.5.2.1	Explain how science advances technology. (655.01a)	Student Edition: 13, 38-45, 100-101, 162-165, 238-241, 272-277, 431-437, 462-467 <i>Accidents in Science</i> 60, 712, 744 <i>National Geographic</i> 115 <i>Science and History</i> 312, 810 Teacher Wraparound Edition: SCB 4E
8-9.PS.5.2.2	Explain how technology advances science. (655.01a)	Student Edition: 13, 38-45, 204-207, 222, 223-229, 231-237, 596, 796-800, 818-822 <i>Science Online</i> 172 <i>Science and Society</i> 178 <i>Science and History</i> 448 Teacher Wraparound Edition: ACT 233; SCB 4E, 816E
8-9.PS.5.2.3	Explain how science and technology are pursued for different purposes. (656.01b)	Student Edition: 6-13, 38-45, 46-50, 52-57, 63 #18 Teacher Wraparound Edition: R 57; SCB 36E

STANDARDS	PAGE REFERENCES
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them	
No objectives in Physical Science.	
EARTH SCIENCE	
Standard 1: Nature of Science	
Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.	
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Objective(s): By the end of Earth Science, the student will be able to:	
8-9.ES.1.1.1 Explain the scientific meaning of system, order, and organization. (648.01a)	Student Edition: 529 <i>Integrate History 9</i> Teacher Wraparound Edition: QD 41; TC 126, 750
8-9.ES.1.1.2 Apply the concepts of order and organization to a given system. (648.01a)	Student Edition: 166-174, 194-195, 218-222, 223-229, 231-237, 365-366, 377-378, 462-467, 501-506, 588-596, 608-615 Teacher Wraparound Edition: ACT 7; DIS 221; LD 591; TPK 22
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation	
Objective(s): By the end of Earth Science, the student will be able to:	
8-9.ES.1.2.1 Use observations and data as evidence on which to base scientific explanations. (648.02a)	Student Edition: <i>Lab</i> 196, 208-209, 230, 278-279, 380-381, 445, 616, 676-677, 807 <i>Design Your Own Lab</i> 344-345, 414-415, 540-541 <i>Use the Internet Lab</i> 476-477 <i>Model and Invent Lab</i> 840-841

STANDARDS	PAGE REFERENCES
8-9.ES.1.2.2 Develop models to explain concepts or systems. (648.02b)	Student Edition: <i>Design Your Own Lab</i> 88-89 <i>Launch Lab</i> 185, 217 <i>Lab</i> 196, 271, 468, 523 <i>MiniLAB</i> 200, 628 <i>Model and Invent Lab</i> 710-711, 808-809 Teacher Wraparound Edition: IL 202, 521; IM 184F, 286F
8-9.ES.1.2.3 Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)	Student Edition: <i>Lab</i> 51, 118-119, 380-381, 636-637, 775, 830 <i>Design Your Own Lab</i> 88-89, 144-145, 242-243, 414-415, 446-447 <i>Model and Invent Lab</i> 176-177 <i>Use the Internet Lab</i> 508-509, 598-599
Goal 1.3: Understand Constancy, Change, and Measurement	
Objective(s): By the end of Earth Science, the student will be able to:	
8-9.ES.1.3.1 Measure changes that can occur in and among systems. (648.03b)	Student Edition: 160-165, 294-299, 411-413 <i>Design Your Own Lab</i> 88-89 <i>Model and Invent Lab</i> 176-177 <i>Integrate Physics</i> 220 <i>Lab</i> 278-279, 300, 379, 507, 776-777 <i>MiniLAB</i> 756 <i>Applying Math</i> 757
8-9.ES.1.3.2 Analyze changes that can occur in and among systems. (648.03b)	Student Edition: 135-143, 193-195, 197-202, 260-265, 276-277, 301-309, 400-405, 407-413, 431-437, 438-444, 535-539 <i>Integrate Career</i> 114 <i>Model and Invent Lab</i> 176-177 <i>Lab</i> 379 Teacher Wraparound Edition: A 277

STANDARDS	PAGE REFERENCES
8-9.ES.1.3.3 Measure and calculate using the metric system. (648.03c)	Student Edition: 14-21 <i>MiniLAB 71</i> <i>Lab 87, 118-119, 175, 278-279, 300, 310-311, 507, 741, 742-743, 776-777</i> <i>Design Your Own Lab 144-145, 568-569</i> Teacher Wraparound Edition: IM 550F
	Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State
	No objectives in Earth Science.
	Goal 1.5: Understand Concepts of Form and Function
	No objectives in Earth Science.
	Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills
	Objective(s): By the end of Earth Science, the student will:
8-9.ES.1.6.1 Identify questions and concepts that guide scientific investigations. (649.01a)	Student Edition: <i>Science Online 101</i> Teacher Wraparound Edition: A 51; AIL 28, 242, 278, 310, 344, 414, 446; IL 236, 306, 434, 564, 697
8-9.ES.1.6.2 Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	Student Edition: 6-13 <i>MiniLAB 25</i> <i>Design Your Own Lab 88-89, 144-145, 242-243, 344-345, 414-415, 446-447, 540-541, 568-569</i> Teacher Wraparound Edition: A 13; ACT 9; R 13
8-9.ES.1.6.3 Use appropriate technology and mathematics to make investigations. (649.01c)	Student Edition: 76-80, 162-165 <i>MiniLAB 19</i> <i>Integrate Astronomy 74</i> <i>Lab 87, 118-119, 134, 278-279, 379</i> <i>Model and Invent Lab 176-177</i> <i>Use the Internet Lab 476-477, 598-599</i> Teacher Wraparound Edition: CYD 89, 145

STANDARDS	PAGE REFERENCES
8-9.ES.1.6.4 Formulate scientific explanations and models using logic and evidence. (649.01d)	Student Edition: <i>Lab</i> 51, 112, 196, 271, 406, 445, 636-637 <i>Design Your Own Lab</i> 88-89, 144-145, 344-345, 540-541 <i>Model and Invent Lab</i> 176-177, 710-711, 808-809 Teacher Wraparound Edition: UP 67
8-9.ES.1.6.5 Analyze alternative explanations and models. (649.01e)	Student Edition: 218-222, 354-361 <i>Communicating Your Data</i> 29, 89, 119, 209, 243, 279, 569, 637, 741, 775, 777 Teacher Wraparound Edition: CYD 230
8-9.ES.1.6.6 Communicate and defend a scientific argument. (649.01f)	Student Edition: <i>Integrate History</i> 465 <i>Use the Internet Lab</i> 508-509 <i>Debate</i> 510 <i>Communicating Your Data</i> 677 Teacher Wraparound Edition: ACT 239; CC 495; PR 50, 241, 500; R 493; RS 49
8-9.ES.1.6.7 Explain the differences among observations, hypotheses, and theories. (649.01g)	Student Edition: 8, 12 <i>Section Review</i> 13 <i>Launch Lab</i> 577 <i>Science Skill Handbook</i> 853-855 Teacher Wraparound Edition: SJ 11; TTT 4F

STANDARDS	PAGE REFERENCES
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors	
No objectives in Earth Science.	
Goal 1.8: Understand Technical Communication	
Objective(s): By the end of Earth Science, the student will be able to:	
8-9.ES.1.8.1 Analyze technical writing, graphs, charts, and diagrams. (658.02a)	Student Edition: 22-26 <i>Lab 27, 51, 118-119, 278-279, 507, 653, 676-677, 776-777, 830</i> <i>Design Your Own Lab 88-89, 540-541, 568-569</i> <i>Model and Invent Lab 808-809</i> Teacher Wraparound Edition: A 26
Standard 2: Physical Science	
No goals or objectives in Earth Science.	
Standard 3: Biology	
No goals or objectives in Earth Science.	
Standard 4: Earth and Space Systems	
Students describe the current theory explaining the formation of the solar system. Students explain earth processes, events (erosion, uplifting, earthquakes, volcanic eruptions, etc.), and geological time. Students explain Earth's heat sources.	
Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems	
Objective(s): By the end of Earth Science, the student will be able to:	
8-9.ES.4.1.1 Explain the current scientific theory that suggests that the solar system formed from a nebular cloud of dust and gas. (654.01a)	Student Edition: 221 Teacher Wraparound Edition: A 222; PR 223; R 222; SCB 216E; VL 221

STANDARDS	PAGE REFERENCES
8-9.ES.4.1.2 Identify methods used to estimate geologic time. (654.01b)	Student Edition: 669-675, 681 #24, 794-795 <i>Integrate History</i> 670 <i>Lab</i> 676-677 Teacher Wraparound Edition: A 677; AIL 677; IP 673; MM 674; RS 670; TFYI 672; TPK 669; VL 671
8-9.ES.4.1.3 Show how interactions among the solid earth, oceans, atmosphere, and organisms have changed the earth system over time. (654.01c)	Student Edition: 518-519, 524-528, 530-533, 646-652, 654-662, 663-668 <i>Science Online</i> 658 <i>National Geographic</i> 668 Teacher Wraparound Edition: CC 658; DIS 532; IM 649; PR 668; QD 533; UAA 656; VL 655
Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System	
Objective(s): By the end of Earth Science, the student will be able to:	
8-9.ES.4.2.1 Explain the internal and external energy sources of the earth. (654.02a)	Student Edition: 269, 361, 520, 663 <i>Chapter Preview</i> 784 Teacher Wraparound Edition: CB 280
Standard 5: Personal and Social Perspectives; Technology	
Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.	
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced	
Objective(s): By the end of Earth Science, the student will be able to:	
8-9.ES.5.1.1 Analyze environmental issues such as water and air quality, hazardous waste, and depletion of natural resources. (656.01a)	Student Edition: 48-49, 536-539, 652, 668 <i>Integrate Environment</i> 48 <i>Use the Internet Lab</i> 508-509 <i>Science and Society</i> 678, 778 Teacher Wraparound Edition: A 652; ACT 492, 538; IL 490; LD 537; PR 539; R 668

STANDARDS		PAGE REFERENCES
Goal 5.2: Understand the Relationship between Science and Technology		
Objective(s): By the end of Earth Science, the student will be able to:		
8-9.ES.5.2.1 Explain how science advances technology. (655.01a)	Student Edition: 13, 38-45, 100-101, 162-165, 238-241, 272-277, 431-437, 462-467 <i>Accidents in Science</i> 60, 712, 744 <i>National Geographic</i> 115 <i>Science and History</i> 312, 810 Teacher Wraparound Edition: SCB 4E	
8-9.ES.5.2.2 Explain how technology advances science. (655.01a)	Student Edition: 13, 38-45, 204-207, 222, 223-229, 231-237, 596, 796-800, 818-822 <i>Science Online</i> 172 <i>Science and Society</i> 178 <i>Science and History</i> 448 Teacher Wraparound Edition: ACT 233; SCB 4E, 816E	
8-9.ES.5.2.3 Explain how science and technology are pursued for different purposes. (655.01b)	Student Edition: 6-13, 38-45, 46-50, 52-57, 63 #18 Teacher Wraparound Edition: R 57; SCB 36E	
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them		
Objective(s): By the end of Earth Science, the student will be able to:		
8-9.ES.5.3.1 Describe the difference between renewable and nonrenewable resources. (656.03a)	Student Edition: 486-493, 501-506, 513 #16, 513 #20 Teacher Wraparound Edition: AIL 508; DIS 505; PR 505; SCB 484E-F	