



# Science

LEVEL BLUE

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STANDARDS		PAGE REFERENCES
<b>S8.A The Nature of Science</b>		
<b>ASSESSMENT ANCHOR</b>		
<b>S8.A.1</b>	<b>Reasoning and Analysis</b>	
<b>S8.A.1.1</b>	Explain, interpret and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs).	
<b>S8.A.1.1.1</b>	Distinguish between a scientific theory and an opinion, explaining how a theory is supported with evidence, or how new data/information may change existing theories and practice.	<b>Student Edition:</b> 8, 50-53, 182-185, 190-194, 198-199, 388-391, 404-405, 412-413 <i>National Geographic</i> 390 <i>Science and History</i> 426 <b>Teacher Wraparound Edition:</b> FYI 405; IM 19; SJ 191, 410; USW 274

STANDARDS	PAGE REFERENCES
<p><b>S8.A.1.1.2</b> Explain how certain questions can be answered through scientific inquiry and/or technological design.</p>	<p><b>Student Edition:</b> 13-15, 21-23, 24-25, 27, 185, 195, 382-385, 388-391 <i>Applying Math</i> 47 <i>Lab</i> 54-55, 140-141, 189, 585 <i>National Geographic</i> 20 <i>Science and History</i> 114 <i>Science and Society</i> 172 <i>Use the Internet Lab</i> 28-29, 200-201 <b>Teacher Wraparound Edition:</b> A 26; CU 23; FYI 14, 187; IL 25; IM 15</p>
<p><b>S8.A.1.1.3</b> Use evidence, such as observations or experimental results, to support inferences about a relationship.</p>	<p><b>Student Edition:</b> 9-10, 13-19, 21-23 <i>Accidents in Science</i> 716 <i>Applying Science</i> 372, 439 <i>Design Your Own Lab</i> 82-83, 510-511 <i>Lab</i> 326-327 <i>MiniLab</i> 9 <i>National Geographic</i> 20, 400-401, 518-519, 632-633 <b>Teacher Wraparound Edition:</b> USW 10</p>
<p><b>S8.A.1.1.4</b> Develop descriptions, explanations, predictions, and models using evidence.</p>	<p><b>Student Edition:</b> 47-48, 50-53, 190-195, 388-391, 407-413, 472-477, 556-561 <i>Applying Science</i> 192, 469 <i>Lab</i> 140-141, 326-327, 656-657 <i>National Geographic</i> 51 <i>Science and Society</i> 626, 658 <i>Use the Internet Lab</i> 200-201 <b>Teacher Wraparound Edition:</b> LD 192; SJ 46</p>
<p><b>S8.A.1.2</b> Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solution to practical problems.</p>	
<p><b>S8.A.1.2.1</b> Describe the positive and negative, intended and unintended, effects of specific scientific results or technological developments (e.g., air/space travel, genetic engineering, nuclear fission/fusion, artificial intelligence, lasers, organ transplants).</p>	<p><b>Student Edition:</b> 44-48, 50-53, 187-188, 198-199, 591-597, 620-623, 678-683 <i>Accidents in Science</i> 716 <i>Integrate Life Science</i> 617 <i>Lab</i> 585 <i>Science and Society</i> 56, 172, 572, 600 <b>Teacher Wraparound Edition:</b> D 151; DI 45, 52</p>

STANDARDS	PAGE REFERENCES
<p><b>S8.A.1.2.2</b> Identify environmental issues and explain their potential long-term health effects (e.g., pollution, pest controls, vaccinations).</p>	<p><b>Student Edition:</b> 52-53, 158-159, 164-165, 420, 617, 678-679 <i>Integrate Earth Science</i> 160 <i>Integrate Environment</i> 49, 420 <i>National Geographic</i> 90-91, 518-519 <i>Science and Society</i> 56, 172, 626, 658 <i>Use the Internet Lab</i> 170-171, 454-455 <b>Teacher Wraparound Edition:</b> DI 420; FYI 165</p>
<p><b>S8.A.1.2.3</b> Describe fundamental scientific or technological concepts that could solve practical problems (e.g., Newton’s laws of motion, Mendelian genetics, mechanical advantage).</p>	<p><b>Student Edition:</b> 45-48, 52-53, 212-218, 421-423, 507, 558-561, 566, 591-597, 681-682 <i>Integrate History</i> 75 <i>Lab</i> 684-685 <i>National Geographic</i> 422, 565, 712 <i>Use the Internet Lab</i> 200-201 <i>Science and History</i> 234, 512 <i>Science and Society</i> 56, 172 <b>Teacher Wraparound Edition:</b> CD 506; D 217; DI 45; FYI 53</p>
<p><b>S8.A.1.2.4</b> Explain society’s standard of living in terms of technological advancements and their impact on agriculture (e.g., transportation, processing, production, storage).</p>	<p><b>Student Edition:</b> 132-135, 504-506 <i>Lab</i> 140-141 <i>MiniLab</i> 133 <i>National Geographic</i> 134 <i>Science and Society</i> 56 <b>Teacher Wraparound Edition:</b> AIL 140; CU 53; R 135</p>
<p><b>S8.A.1.3</b> Identify evidence that certain variables may have caused measurable changes in natural or human-made systems.</p>	
<p><b>S8.A.1.3.1</b> Use ratio to describe change (e.g., percents, parts per million, grams per cubic centimeter).</p>	<p><b>Student Edition:</b> 99-100, 214-215, 259-260, 494-497, 522-527, 528-531, 556-561, 582-583, 589, 681 <i>Applying Math</i> 126, 230 <i>Lab</i> 189 <i>Math Skill Handbook</i> 755 <i>MiniLab</i> 133 <b>Teacher Wraparound Edition:</b> A 259, 681; DI 214; FF 191</p>

STANDARDS	PAGE REFERENCES
<p><b>S8.A.1.3.2</b> Use evidence, observations, or explanations to make inferences about change in systems over time (e.g., carrying capacity, succession, population dynamics, loss of mass in chemical reactions, indicator fossils in geologic time scale) and the variables affecting these changes.</p>	<p><b>Student Edition:</b> 50-53, 102-105, 150-153, 187-188, 252, 276-279, 388-391, 492-497, 522-527, 528-531, 556-561, 588, 612-614 <i>Lab</i> 189 <i>National Geographic</i> 51, 253, 493 <b>Teacher Wraparound Edition:</b> A 101, 259</p>
<p><b>S8.A.1.3.3</b> Examine systems changing over time, identifying the possible variables causing this change, and drawing inferences about how these variables affect this change.</p>	<p><b>Student Edition:</b> 50-53, 98-101, 102-105, 150-153, 187-188, 388-391, 494-497, 504-508, 522-531, 588, 612-614 <i>Design Your Own Lab</i> 510-511 <i>Lab</i> 189 <i>National Geographic</i> 51 <b>Teacher Wraparound Edition:</b> A 101; CC 151; QD 523; R 562</p>
<p><b>S8.A.1.3.4</b> Given a scenario, explain how a dynamically changing environment provides for the sustainability of living systems.</p>	<p><b>Student Edition:</b> 102-105, 108-110, 122-128, 130-135, 137-139, 150-153, 163-165, 274-276 <i>National Geographic</i> 104, 134 <i>Use the Internet Lab</i> 170-171 <b>Teacher Wraparound Edition:</b> A 101; CU 128; D 151; DI 132; IM 131; QD 110</p>
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>S8.A.2 Processes, Procedures and Tools of Scientific Investigations</b></p>	
<p><b>S8.A.2.1 Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.</b></p>	
<p><b>S8.A.2.1.1</b> Use evidence, observations, or a variety of scales (e.g., time, mass, distance, volume, temperature) to describe relationships.</p>	<p><b>Student Edition:</b> 182-184, 187-188, 258-260, 309-311, 313-316, 380-381, 418-420, 466-469, 524-527, 696-698 <i>Applying Math</i> 230, 652 <i>Applying Science</i> 372, 669 <i>Integrate Physics</i> 340 <i>Lab</i> 189, 326-327, 656-657 <i>Model and Invent Lab</i> 360-361 <b>Teacher Wraparound Edition:</b> A 259, 524; CU 188; FYI 696; LD 316</p>

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<p><b>S8.A.2.1.2</b> Use space/time relationships, define concepts operationally, raise testable questions, or formulate hypotheses.</p>	<p><b>Student Edition:</b> 21, 187-188, 195, 434-435, 441-447 <i>Design Your Own Lab</i> 82-83, 112-113, 510-511 <i>Lab</i> 140-141, 453, 509, 684-685 <i>Science Skill Handbook</i> 724, 727-728, 731 <b>Teacher Wraparound Edition:</b> A 21, 526; CU 188; R 199</p>
<p><b>S8.A.2.1.3</b> Design a controlled experiment by specifying how the independent variables will be manipulated, how the dependent variable will be measured, and which variables will be held constant.</p>	<p><b>Student Edition:</b> 21-23 <i>Design Your Own Lab</i> 112-113, 424-425, 510-511, 570-571, 624-625 <i>Lab</i> 326-327, 656-657 <i>National Geographic</i> 20 <i>Science Skill Handbook</i> 728 <b>Teacher Wraparound Edition:</b> DI 20; PS 570, 598</p>
<p><b>S8.A.2.1.4</b> Interpret data/observations; develop relationships among variables based on data/observations to design models as solutions.</p>	<p><b>Student Edition:</b> 13-19, 340, 405-413 <i>Accidents in Science</i> 716 <i>Design Your Own Lab</i> 570-571 <i>Lab</i> 341, 414, 656-657 <i>MiniLab</i> 158, 258, 475, 531 <i>Model and Invent Lab</i> 262-263, 482-483 <i>National Geographic</i> 20 <b>Teacher Wraparound Edition:</b> CU 340; FYI 16, 337</p>
<p><b>S8.A.2.1.5</b> Use evidence from investigations to clearly communicate and support conclusions.</p>	<p><b>Student Edition:</b> 10-11, 340, 388-391, 410-413 <i>Accidents in Science</i> 716 <i>Design Your Own Lab</i> 82-83, 392-393, 510-511, 598-599, 624-625 <i>Lab</i> 12 <i>Science and History</i> 426 <i>Science Skill Handbook</i> 732 <b>Teacher Wraparound Edition:</b> SJ 390; USW 10</p>

STANDARDS	PAGE REFERENCES
<p><b>S8.A.2.1.6</b> Identify a design flaw in a simple technological system and devise possible working solutions.</p>	<p><b>Student Edition:</b> <i>Design Your Own Lab</i> 540-541 <i>National Geographic</i> 518-519 <i>Use the Internet Lab</i> 454-455 <b>Teacher Wraparound Edition:</b> A 8; QD 26</p>
<p><b>S8.A.2.2</b> Apply appropriate instruments for a specific purpose and describe the information the instrument can provide.</p>	
<p><b>S8.A.2.2.1</b> Describe the appropriate use of instruments and scales to accurately measure time, mass, distance, volume, or temperature safely under a variety of conditions.</p>	<p><b>Student Edition:</b> 10, 17, 373, 567, 609-610 <i>Design Your Own Lab</i> 392-393, 510-511, 624-625 <i>Lab</i> 326-327, 618 <i>Launch Lab</i> 5 <i>MiniLab</i> 388, 525, 567 <i>Science Skills Handbook</i> 729-731 <b>Teacher Wraparound Edition:</b> A 373; DI 609; QD 17, 610</p>
<p><b>S8.A.2.2.2</b> Apply appropriate measurement systems (e.g., time, mass, distance, volume, temperature) to record and interpret observations under varying conditions.</p>	<p><b>Student Edition:</b> <i>Design Your Own Lab</i> 392-393, 510-511 <i>Lab</i> 326-327, 618 <i>Launch Lab</i> 5 <i>MiniLab</i> 388, 525, 567 <b>Teacher Wraparound Edition:</b> DI 609; QD 17, 610</p>
<p><b>S8.A.2.2.3</b> Describe ways technology extends and enhances human abilities for specific purposes (e.g., microscope, telescope, micrometer, hydraulics, barometer).</p>	<p><b>Student Edition:</b> 25, 591-597, 619-620, 682-683 <i>Accidents in Science</i> 716 <i>National Geographic</i> 712 <i>Science and Society</i> 600 <b>Teacher Wraparound Edition:</b> D 26, 682; FYI 594; IL 25; IM 592</p>

STANDARDS	PAGE REFERENCES
<b>ASSESSMENT ANCHOR</b>	
<b>S8.A.3 Systems, Models and Patterns</b>	
<b>S8.A.3.1 Explain the parts of a simple system, their roles, and their relationships to the system as a whole.</b>	
<p><b>S8.A.3.1.1</b> Describe a system (e.g., watershed, circulatory system, heating system, agricultural system) as a group of related parts with specific roles that works together to achieve an observed result.</p>	<p><b>Student Edition:</b> 73-79, 95, 130-135, 150-153, 163-169, 312-316, 336-340, 591-597 <i>Lab</i> 321 <i>Launch Lab</i> 63, 121 <i>National Geographic</i> 134 <i>Science and Society</i> 172 <i>Science Stats</i> 84 <b>Teacher Wraparound Edition:</b> FYI 337; R 97; TPK 73</p>
<p><b>S8.A.3.1.2</b> Explain the concept of order in a system (e.g., first to last—manufacturing steps; trophic levels; simple to complex—cell, tissue, organ, organ system).</p>	<p><b>Student Edition:</b> 50-52, 64-71, 150-153, 386-391, 408-413, 436-437 <i>Lab</i> 256 <i>National Geographic</i> 390 <i>Science and Society</i> 572 <b>Teacher Wraparound Edition:</b> DI 438; IL 68; LD 70; QD 80; R 153; TBI 606</p>
<p><b>S8.A.3.1.3</b> Distinguish between system inputs, system processes, system outputs, and feedback (e.g., physical, ecological, biological, informational).</p>	<p><b>Student Edition:</b> 73-81, 98-105, 122-128, 130-135, 150-153 <i>Design Your Own Lab</i> 82-83 <i>Lab</i> 111, 140-141 <i>National Geographic</i> 104, 134, 621 <i>Science and Society</i> 172 <b>Teacher Wraparound Edition:</b> A 80; CU 110; DI 76; FYI 138</p>
<p><b>S8.A.3.1.4</b> Distinguish between open loop (e.g., energy flow, food web, open-switch) and closed loop (e.g., materials in the nitrogen and carbon cycles, closed-switch) systems.</p>	<p><b>Student Edition:</b> 107-110, 130-135, 137-139, 612-615, 650-651 <i>Science and Society</i> 172, 658 <b>Teacher Wraparound Edition:</b> A 80; FYI 79; LD 616; TPK 130; VL 109</p>

STANDARDS	PAGE REFERENCES
<p><b>S8.A.3.1.5</b> Explain how components of a natural and human-made system play different roles in a working system.</p>	<p><b>Student Edition:</b> 158-159, 418-423, 436-437, 619-623, 643-644, 711-713 <i>Accidents in Science</i> 716 <i>Integrate Life Science</i> 423 <i>Launch Lab</i> 149, 209 <i>National Geographic</i> 134, 422 <i>Science and Society</i> 600 <b>Teacher Wraparound Edition:</b> DI 620; QD 123</p>
<p><b>S8.A.3.2</b> Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.</p>	
<p><b>S8.A.3.2.1</b> Describe how scientists use models to explore relationships in natural systems (e.g., an ecosystem, river system, or the solar system).</p>	<p><b>Student Edition:</b> 16, 48, 130-135, 405-413 <i>Design Your Own Lab</i> 392-393, 424-425, 540-541 <i>Lab</i> 54-55, 255, 321, 326-327, 341, 656-657 <i>Launch Lab</i> 63, 181, 305 <i>MiniLab</i> 158, 164, 195, 220, 258 <i>Model and Invent Lab</i> 482-483 <i>National Geographic</i> 134 <b>Teacher Wraparound Edition:</b> A 51; LD 316; MM 16, 52, 196; QD 155, 223, 310</p>
<p><b>S8.A.3.2.2</b> Describe how engineers use models to develop new and improved technologies to solve problems.</p>	<p><b>Student Edition:</b> 198-199, 217-218 <i>Design Your Own Lab</i> 540-541, 598-599 <i>Lab</i> 414, 656-657 <i>Launch Lab</i> 209 <i>Science and Society</i> 56, 172 <i>Use the Internet Lab</i> 200-201 <b>Teacher Wraparound Edition:</b> AIQ 28; CB 56; FF 25; FYI 78; MM 157; R 199</p>
<p><b>S8.A.3.2.3</b> Given a model showing simple cause and effect relationships in a natural system, predict results that can be used to test the assumptions in the model (e.g., photosynthesis, water cycle, diffusion, infiltration).</p>	<p><b>Student Edition:</b> 50-52, 130-135, 182-185, 198-199, 614-615 <i>Integrate Physics</i> 340 <i>Lab</i> 54-55, 326-327 <i>National Geographic</i> 51 <i>Science and Society</i> 172 <i>Use the Internet Lab</i> 200-201 <b>Teacher Wraparound Edition:</b> CU 135; IL 125; LD 158; MM 157; QD 155, 310</p>

STANDARDS		PAGE REFERENCES
<b>S8.A.3.3</b> Describe repeated processes or recurring elements in scientific and technological patterns.		
<b>S8.A.3.3.1</b> Identify and describe patterns as repeated processes or recurring elements in human-made systems (e.g., triangles in bridges, hub and spoke system in communications and transportation systems, feedback controls in regulated systems).	<b>Student Edition:</b> 591-597, 620, 667-669, 678-679, 708 <i>National Geographic</i> 595, 621 <i>Science and History</i> 328 <i>Technology Skill Handbook</i> 749 <b>Teacher Wraparound Edition:</b> A 593; IM 15; R 623; VL 708	
<b>S8.A.3.3.2</b> Describe repeating structure patterns in nature (e.g., veins in a leaf, tree rings, crystals, water waves) or periodic patterns (e.g., daily, monthly, annually).	<b>Student Edition:</b> 309-310, 312-316, 434-438, 466-469, 667-668, 694, 700, 708-710 <i>Applying Science</i> 439 <i>Integrate Earth Science</i> 696 <i>Lab</i> 321 <i>MiniLab</i> 371 <i>National Geographic</i> 478 <b>Teacher Wraparound Edition:</b> A 80; CD 317; DI 438; FYI 371; VL 667	
<b>S8.B Biological Sciences</b>		
<b>ASSESSMENT ANCHOR</b>		
<b>S8.B.1 Structure and Function of Organisms</b>		
<b>S8.B.1.1</b> Describe and compare structural and functional similarities and differences that characterize diverse living things.		
<b>S8.B.1.1.1</b> Describe the structures of living things that help them function affectively in specific ways (e.g., adaptations and characteristics).	<b>Student Edition:</b> 50-52, 68, 73-78, 125, 156, 160, 277-278 <i>Accidents in Science</i> 264 <i>MiniLab</i> 158 <i>National Geographic</i> 51, 69 <b>Teacher Wraparound Edition:</b> D 275; FF 77; UA 70; VL 125, 277	
<b>S8.B.1.1.2</b> Compare similarities or differences in both internal structures (e.g., invertebrate/vertebrate, vascular/nonvascular, single-celled/multi-celled) and external structures (e.g., appendages, body segments, type of covering, size, shape) of organisms.	<b>Student Edition:</b> 41-42, 52, 68, 73-78, 106-110, 277-278, 282-284, 290 <i>Accidents in Science</i> 264 <i>Integrate Life Science</i> 274 <i>Lab</i> 72 <i>Launch Lab</i> 37 <i>National Geographic</i> 51 <b>Teacher Wraparound Edition:</b> CC 79; QD 41; VL 52	

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<p><b>S8.B.1.1.3</b> Apply knowledge of characteristic structures to identify or categorize organisms (i.e., plants, animals, fungi, bacteria, and protista).</p>	<p><b>Student Edition:</b> 41, 49-52, 277-278, 290 <i>Integrate Life Science</i> 495 <i>Lab</i> 72 <i>Launch Lab</i> 37 <i>National Geographic</i> 51 <b>Teacher Wraparound Edition:</b> LD 41; TPK 38; VL 284</p>
<p><b>S8.B.1.1.4</b> Identify the levels of organization from cell to organism and describe how specific structures (parts), which underlie larger systems, enable the system to function as a whole.</p>	<p><b>Student Edition:</b> 68-71, 73-81, 137-139 <i>National Geographic</i> 69 <b>Teacher Wraparound Edition:</b> D 78; DI 69; FF 77; IL 68; UA 70</p>
<p><b>ASSESSMENT ANCHOR</b> <b>S8.B.2</b>      <b>Continuity of Life</b></p>	
<p><b>S8.B.2.1</b>      Explain the basic concepts of natural selection.</p>	
<p><b>S8.B.2.1.1</b> Explain how inherited structures or behaviors help organisms survive and reproduce in different environments.</p>	<p><b>Student Edition:</b> 50-53, 97, 106-108, 281-284 <i>Accidents in Science</i> 264 <i>Lab</i> 54-55, 111 <i>National Geographic</i> 51 <b>Teacher Wraparound Edition:</b> AIL 54; D 109; FYI 102</p>
<p><b>S8.B.2.1.2</b> Explain how different adaptations in individuals of the same species may affect survivability or reproduction success.</p>	<p><b>Student Edition:</b> 50-53, 109 <b>Teacher Wraparound Edition:</b> LD 41; MM 52</p>
<p><b>S8.B.2.1.3</b> Explain that mutations can alter a gene and are the original source of new variations.</p>	<p><b>Student Edition:</b> 52 <b>Teacher Wraparound Edition:</b> CU 53; FYI 52; VL 39</p>
<p><b>S8.B.2.1.4</b> Describe how selective breeding or biotechnology can change the genetic makeup of organisms.</p>	<p><b>Student Edition:</b> 38, 52 <i>Science and Society</i> 56 <b>Teacher Wraparound Edition:</b> DI 45, 52; R 53; TPK 38</p>

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<p><b>S8.B.2.1.5</b> Explain that adaptations are developed over long periods of time and are passed from one generation to another.</p>	<p><b>Student Edition:</b> 50, 52 <b>Teacher Wraparound Edition:</b> DI 52; FYI 53; IM 50</p>
<p><b>S8.B.2.2</b> Explain how a set of genetic instructions determines inherited traits of organisms.</p>	
<p><b>S8.B.2.2.1</b> Identify and explain differences between inherited and acquired traits.</p>	<p><b>Student Edition:</b> 38-42, 50-53 <b>Teacher Wraparound Edition:</b> CU 42; DI 274; IL 47; LD 41</p>
<p><b>S8.B.2.2.2</b> Recognize that the gene is the basic unit of inheritance, that there are dominant and recessive genes, that traits are inherited.</p>	<p><b>Student Edition:</b> 38-42, 44-48 <b>Teacher Wraparound Edition:</b> FYI 47; TPK 44</p>
<p><b>ASSESSMENT ANCHOR</b> <b>S8.B.3 Ecological Behavior and Systems</b></p>	
<p><b>S8.B.3.1</b> Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components.</p>	
<p><b>S8.B.3.1.1</b> Explain the flow of energy through an ecosystem (e.g., food chains, food webs).</p>	<p><b>Student Edition:</b> 106-107, 136-139 <b>Teacher Wraparound Edition:</b> FYI 138; MM 108; VL 109</p>
<p><b>S8.B.3.1.2</b> Identify major biomes and describe abiotic and biotic components (e.g., abiotic: different soil types, air, water, sunlight).</p>	<p><b>Student Edition:</b> 122-128, 154-161 <i>Lab</i> 129 <i>MiniLab</i> 124, 158 <b>Teacher Wraparound Edition:</b> DI 123, 157; ILS 160; QG 156; R 128, 161; TPK 154</p>
<p><b>S8.B.3.1.3</b> Explain relationships among organisms (e.g., producers/consumers, predator/prey, in an ecosystem).</p>	<p><b>Student Edition:</b> 106-110, 136-139, 155-161 <b>Teacher Wraparound Edition:</b> DI 108; FF 155</p>

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<b>S8.B.3.2</b> Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems.		
<b>S8.B.3.2.1</b> Use evidence to explain factors that affect changes in populations (e.g., deforestation, disease, land use, natural disaster, invasive species).	<b>Student Edition:</b> 98, 100-105 <i>Design Your Own Lab</i> 112-113 <i>Lab</i> 162 <i>MiniLab</i> 99 <i>National Geographic</i> 104 <b>Teacher Wraparound Edition:</b> A 104	
<b>S8.B.3.2.2</b> Use evidence to explain how diversity affects the ecological integrity of natural systems.	<b>Student Edition:</b> 150-153, 166-169 <i>Lab</i> 162 <i>National Geographic</i> 152 <i>Use the Internet Lab</i> 170-171 <b>Teacher Wraparound Edition:</b> FYI 151; VL 168	
<b>S8.B.3.2.3</b> Describe the response of organisms to environmental changes (e.g., changes in climate, hibernation, migration, coloration) and how those changes affect survival.	<b>Student Edition:</b> 49-53, 150-153, 274-276, 286 <i>National Geographic</i> 152 <b>Teacher Wraparound Edition:</b> D 151, 275	
<b>S8.B.3.3</b> Explain how renewable and nonrenewable resources provide for human needs or how these needs impact the environment.		
<b>S8.B.3.3.1</b> Explain how human activities may affect local, regional, and global environments.	<b>Student Edition:</b> 133-135, 159, 164-165 <i>Integrate Life Science</i> 617 <i>MiniLab</i> 133 <i>National Geographic</i> 90-91, 134, 518-519 <i>Science and Society</i> 172, 626 <i>Use the Internet Lab</i> 454-455 <b>Teacher Wraparound Edition:</b> D 151; DI 152; FF 160; FYI 157, 165; VL 133	
<b>S8.B.3.3.2</b> Explain how renewable and nonrenewable resources provide for human needs (i.e., energy, food, water, clothing, and shelter).	<b>Student Edition:</b> 157, 160, 679-680 <b>Teacher Wraparound Edition:</b> CD 160; MM 157; SJ 498	

STANDARDS	PAGE REFERENCES
<p><b>S8.B.3.3.3</b> Describe how waste management affects the environment (e.g., recycling, composting, landfills, incineration, sewage treatment).</p>	<p><b>Student Edition:</b> 507 <i>National Geographic</i> 518-519 <i>Science and Society</i> 172 <b>Teacher Wraparound Edition:</b> IH 507</p>
<p><b>S8.B.3.3.4</b> Explain the long-term effects of using integrated pest management (e.g., herbicides, natural predators, biogenetics) on the environment.</p>	<p>See Glencoe's <i>Science Level Red</i> © 2008 <b>Student Edition:</b> <i>Design Your Own Lab</i> 520-521</p>
<p><b>S8.C Physical Sciences</b></p>	
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>S8.C.1 Structure, Properties, and Interaction of Matter and Energy</b></p>	
<p><b>S8.C.1.1 Explain concepts about the structure and properties (physical and chemical) of matter.</b></p>	
<p><b>S8.C.1.1.1</b> Explain the differences among elements, compounds, and mixtures.</p>	<p><b>Student Edition:</b> 405-413, 466-469, 472-475, 479 <i>Lab</i> 481 <i>Model and Invent Lab</i> 482-483 <b>Teacher Wraparound Edition:</b> A 405, 468; IL 476</p>
<p><b>S8.C.1.1.2</b> Use characteristic physical or chemical properties to distinguish one substance from another (e.g., density, thermal expansion/contraction, freezing/melting points, streak test).</p>	<p><b>Student Edition:</b> <i>Integrate Chemistry</i> 228 <i>Lab</i> 453 <i>National Geographic</i> 2-3 <i>Reference Handbook</i> 768 <b>Teacher Wraparound Edition:</b> DI 467; NG 3</p>
<p><b>S8.C.1.1.3</b> Identify and describe reactants and products of simple chemical reactions.</p>	<p><b>Student Edition:</b> 76, 135, 494-495, 497 <i>Applying Math</i> 498 <i>MiniLab</i> 76 <i>National Geographic</i> 134 <b>Teacher Wraparound Edition:</b> CU 501; D 500; QD 495</p>

STANDARDS		PAGE REFERENCES
<b>ASSESSMENT ANCHOR</b>		
<b>S8.C.2</b> <b>Forms, Sources, Conversion, and Transfer of Energy</b>		
<b>S8.C.2.1</b> Describe energy sources, transfer of energy, or conversion of energy.		
<b>S8.C.2.1.1</b> Distinguish among forms of energy (e.g., electrical, mechanical, chemical, heat, light, sound, nuclear) and sources of energy (i.e., renewable and nonrenewable energy).	<b>Student Edition:</b> 584, 611, 619, 701-703, 708 <i>Integrate Chemistry</i> 645 <b>Teacher Wraparound Edition:</b> FYI 610; IH 703	
<b>S8.C.2.1.2</b> Explain how heat is transferred from one place to another through convection, conduction, or radiation.	<b>Student Edition:</b> 195, 612-615 <i>Design Your Own Lab</i> 624-625 <i>MiniLab</i> 195, 615 <b>Teacher Wraparound Edition:</b> D 614; LD 616; TPK 619	
<b>S8.C.2.1.3</b> Describe how one form of energy (e.g., electrical, mechanical, chemical, heat, light, sound, nuclear) can be converted into a different form of energy.	<b>Student Edition:</b> 136, 196, 584, 620, 645, 678 <i>National Geographic</i> 621 <b>Teacher Wraparound Edition:</b> TPK 619	
<b>S8.C.2.2</b> Compare the environmental impact of different energy sources chosen to support human endeavors.		
<b>S8.C.2.2.1</b> Describe the sun as a major source of energy that impacts on the environment.	<b>Student Edition:</b> 106, 124-125, 127, 135, 136 <b>Teacher Wraparound Edition:</b> DI 125, 127	
<b>S8.C.2.2.2</b> Compare the time spans of renewability for fossil fuels and alternative fuels.	<b>Student Edition:</b> 245 <b>Teacher Wraparound Edition:</b> IM 244; ISS 245	
<b>S8.C.2.2.3</b> Describe the waste (i.e., quantity, kind, and potential to cause environmental impacts) derived from the use of renewable and nonrenewable energy sources and their potential impact on the environment.	<b>Student Edition:</b> 135, 679 <i>Integrate Life Science</i> 617 <b>Teacher Wraparound Edition:</b> SJ 679	

STANDARDS		PAGE REFERENCES
<b>ASSESSMENT ANCHOR</b>		
<b>S8.C.3 Principles of Motion and Force</b>		
<b>S8.C.3.1 Describe the effect of multiple forces on the movement, speed, or direction of an object.</b>		
<b>S8.C.3.1.1</b> Describe forces acting on objects (e.g., friction, gravity, balanced versus unbalanced, inertia, momentum).	<b>Student Edition:</b> 550-555, 557-561, 563-568 <i>Design Your Own Lab</i> 570-571 <i>Integrate Life Science</i> 564 <i>Launch Lab</i> 549 <i>MiniLab</i> 554, 567 <i>National Geographic</i> 565 <b>Teacher Wraparound Edition:</b> A 568; CC 557; DI 553; QD 552; R 555, 562; TPK 563; VL 560, 566	
<b>S8.C.3.1.2</b> Distinguish between kinetic and potential energy.	<b>Student Edition:</b> 584, 611, 619	
<b>S8.C.3.1.3</b> Explain that the mechanical advantages produced by simple machines helps to do work (physics) by either overcoming a force or changing the direction of the applied force.	<b>Student Edition:</b> 586-588, 591-597 <i>Design Your Own Lab</i> 598-599 <i>National Geographic</i> 595 <b>Teacher Wraparound Edition:</b> LD 594; VL 588	
<b>S8.D Earth and Space Sciences</b>		
<b>ASSESSMENT ANCHOR</b>		
<b>S8.D.1 Earth Features and Processes that Change Earth and Its Resources</b>		
<b>S8.D.1.1 Describe constructive and destructive natural processes that form different geologic structures and resources.</b>		
<b>S8.D.1.1.1</b> Explain the rock cycle as changes in the solid earth and rock types found in Pennsylvania (igneous – granite, basalt, obsidian, pumice; sedimentary – limestone, sandstone, shale, coal; and metamorphic – slate, quartzite, marble, gneiss).	See Glencoe's <i>Science Level Red</i> © 2008 <b>Student Edition:</b> 265-271, 272-276 <i>Get Ready to Read</i> 256A-B <i>National Geographic</i> 268 <i>Lab</i> 277	

STANDARDS	PAGE REFERENCES
<p><b>S8.D.1.1.2</b> Compare and contrast (i.e., geological processes, length of time over which change occurs, and factors affecting the rate of change) different types of changes in Earth’s surface (e.g., landslides, volcanic eruptions, earthquakes, mountain building, new land being formed, weathering, erosion, sedimentation, soil formation).</p>	<p><b>Student Edition:</b> 151, 186-188, 190-194, 210-211, 219-224, 227-231, 285, 292 <i>Integrate Earth Science</i> 202, 225 <i>Lab</i> 189 <i>Science and History</i> 234 <b>Teacher Wraparound Edition:</b> D 188, 285; FF 191; FYI 197, 198</p>
<p><b>S8.D.1.1.3</b> Identify soil types (i.e., humus, topsoil, subsoil, loam, loess, and parent material) and their characteristics (i.e., particle size, porosity, and permeability) found in different biomes and in Pennsylvania, and explain how they formed.</p>	<p><b>Student Edition:</b> 124, 151, 155, 158, 160-161 <i>Integrate Earth Science</i> 160 <i>Lab</i> 129 <b>Teacher Wraparound Edition:</b> LD 124</p>
<p><b>S8.D.1.1.4</b> Explain how fossils provide evidence about plants and animals that lived long ago throughout Pennsylvania’s history (e.g., fossils provide evidence of different environments).</p>	<p><b>Student Edition:</b> 183-184, 242-243, 247-249, 277-279, 282-284, 288-291 <i>Model and Invent Lab</i> 262-263 <i>National Geographic</i> 283 <i>Use the Internet Lab</i> 294-295 <b>Teacher Wraparound Edition:</b> DI 248; FYI 282</p>
<p><b>S8.D.1.2</b></p>	<p>Describe the potential impact of human-made processes on changes to Earth’s resources and how they affect everyday life.</p>
<p><b>S8.D.1.2.1</b> Describe a product’s transformation process from production to consumption (e.g., prospecting, propagating, growing, maintaining, adapting, treating, converting, distributing, disposing) and explain the process’s potential impacts on Earth’s resources.</p>	<p><b>Student Edition:</b> 24-25, 620-623, 678-679 <i>Science and History</i> 512 <i>Science and Society</i> 600 <b>Teacher Wraparound Edition:</b> CD 622; D 25; R 600</p>
<p><b>S8.D.1.2.2</b> Describe potential impacts of human-made processes (e.g., manufacturing, agriculture, transportation, mining) on Earth’s resources, both nonliving (i.e., air, water, or earth materials) and living (i.e., plants and animals).</p>	<p><b>Student Edition:</b> 135, 159, 164-165 <i>Integrate Life Science</i> 617 <i>National Geographic</i> 134 <i>Science and Language Arts</i> 30 <i>Science and Society</i> 172, 626 <b>Teacher Wraparound Edition:</b> FYI 165; ILS 30; VO 172</p>

STANDARDS	PAGE REFERENCES
<p><b>S8.D.1.3</b> Describe characteristic features of Earth’s water systems or their impact on resources.</p>	
<p><b>S8.D.1.3.1</b> Describe the water cycle and the physical processes on which it depends (i.e., evaporation, condensation, precipitation, transpiration, runoff, infiltration, energy inputs, and phase changes).</p>	<p><b>Student Edition:</b> 123, 130-131, 163-169 <b>Teacher Wraparound Edition:</b> IL 125; TPK 130</p>
<p><b>S8.D.1.3.2</b> Compare and contrast characteristics of freshwater and saltwater systems on the basis of their physical characteristics (i.e., composition, density, and electrical conductivity) and their use as natural resources.</p>	<p><b>Student Edition:</b> 163-165, 166-169 <i>MiniLab</i> 164 <i>Science and Society</i> 172 <i>Use the Internet Lab</i> 170-171 <b>Teacher Wraparound Edition:</b> IM 165; QD 166</p>
<p><b>S8.D.1.3.3</b> Distinguish among different water systems (e.g., wetland systems, ocean systems, river systems, watersheds) and describe their relationships to each other as well as to landforms.</p>	<p><b>Student Edition:</b> 94, 130-131, 163-165, 166-169 <i>Integrate Earth Science</i> 128 <i>MiniLab</i> 164 <i>Science and Society</i> 172 <i>Use the Internet Lab</i> 170-171 <b>Teacher Wraparound Edition:</b> IM 131, 165; QD 166; VO 172</p>
<p><b>S8.D.1.3.4</b> Identify the physical characteristics of a stream and how these characteristics determine the types of organisms found in an aquatic environment (e.g., biological diversity, water quality, flow rate, tributaries, surrounding watershed).</p>	<p><b>Student Edition:</b> 163-165, 168 <b>Teacher Wraparound Edition:</b> FYI 165</p>
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>S8.D.2 Weather, Climate, and Atmospheric Processes</b></p>	
<p><b>S8.D.2.1</b> Explain how pressure, temperature, moisture, and wind are used to describe atmospheric conditions that affect regional weather or climate.</p>	
<p><b>S8.D.2.1.1</b> Explain the impact of water systems on the local weather or the climate of a region (e.g., lake effect snow, land/ocean breezes).</p>	<p><b>Student Edition:</b> 614 <i>Integrate Earth Science</i> 128 <b>Teacher Wraparound Edition:</b> QD 127</p>
<p><b>S8.D.2.1.2</b> Identify how global patterns of atmospheric movement influence regional weather and climate.</p>	<p><b>Student Edition:</b> 127-128 <i>Science and Society</i> 626 <b>Teacher Wraparound Edition:</b> DI 127; IM 131</p>

STANDARDS	PAGE REFERENCES
<p><b>S8.D.2.1.3</b> Identify how cloud types, wind directions, and barometric pressure changes are associated with weather patterns in different regions of the country.</p>	<p><b>Student Edition:</b> 127-128 <i>Integrate Earth Science</i> 128 <b>Teacher Wraparound Edition:</b> D 127</p>
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>S8.D.3      Composition and Structure of the Universe</b></p>	
<p><b>S8.D.3.1      Explain the relationships between and among the objects of our solar system.</b></p>	
<p><b>S8.D.3.1.1</b> Describe patterns of Earth’s movements (i.e., rotation and revolution) in relation to the moon and sun (i.e., phases, eclipses, and tides).</p>	<p><b>Student Edition:</b> 307, 309-311, 313-316 <i>Integrate Life Science</i> 307 <i>Lab</i> 321, 326-327 <i>Launch Lab</i> 305 <b>Teacher Wraparound Edition:</b> CD 307; FYI 309; LD 316; QD 310</p>
<p><b>S8.D.3.1.2</b> Describe the role of gravity as the force that governs the movement of the solar system and universe.</p>	<p><b>Student Edition:</b> 337-338, 557 <i>Integrate History</i> 557 <i>MiniLab</i> 345 <b>Teacher Wraparound Edition:</b> CC 557</p>
<p><b>S8.D.3.1.3</b> Compare and contrast characteristics of celestial bodies found in the solar system (e.g., planets, moons, asteroids, comets, meteors, meteoroids, meteorites, inner and outer planets).</p>	<p><b>Student Edition:</b> 337, 340, 342-347, 348-355, 356-359 <i>Accidents in Science</i> 362 <i>Model and Invent Lab</i> 360-361 <b>Teacher Wraparound Edition:</b> D 351, 357; FYI 343; QD 344; SJ 355</p>