



Science

LEVEL GREEN

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STANDARDS	PAGE REFERENCES
<p>Standard A: Science Connections</p>	
<p>By the end of grade eight, students will:</p>	
<p>A.8.1 Develop their understanding of the science themes by using the themes to frame questions about science-related issues and problems</p>	<p>Each chapter opener has <i>The Big Idea</i> feature in the Teacher Wraparound page. These themes can be used to frame content and activities within the chapter.</p> <p>Student Edition: 31, 33-34, 59, 61, 224-228, 254-258, 306-308, 336-339, 532-537, 620-625 <i>Lab</i> 260, 538, 633 <i>Launch Lab</i> 245 <i>MiniLab</i> 31 <i>National Geographic</i> 32, 60, 259, 309</p> <p>Teacher Wraparound Edition: TBI 28, 56, 212, 244, 304, 332, 530, 618</p>

STANDARDS	PAGE REFERENCES
<p>A.8.2 Describe limitations of science systems and give reasons why specific science themes are included in or excluded from those systems</p>	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 200, 232-233 <i>National Geographic</i> 660 <i>Science Online</i> 655</p> <p>Teacher Wraparound Edition: AC 660; DI 655</p>
<p>A.8.3 Defend explanations and models by collecting and organizing evidence that supports them and critique explanations and models by collecting and organizing evidence that conflicts with them</p>	<p>Student Edition: 59, 61, 99-101, 180-183, 254-258, 347-348, 381, 690-692, 694, 702 <i>Lab</i> 260, 665, 701 <i>Lab: Design Your Own</i> 108-109 <i>Lab: Model and Invent</i> 138-139, 202-203, 582-583 <i>MiniLab</i> 59, 101, 255 <i>National Geographic</i> 191, 660 <i>Science Online</i> 181</p> <p>Teacher Wraparound Edition: AC 191; CFU 349; LD 180</p>
<p>A.8.4 Collect evidence to show that models developed as explanations for events were (and are) based on the evidence available to scientists at the time</p>	<p>Student Edition: 190, 221, 307, 334-337, 381, 382 <i>National Geographic</i> 191, 383 <i>Science Online</i> 336 <i>Time: Science and History</i> 392</p> <p>Teacher Wraparound Edition: CC 339; RE 392</p>
<p>A.8.5 Show how models and explanations, based on systems, were changed as new evidence accumulated (the effects of constancy, evolution, change, and measurement should all be part of these explanations)</p>	<p>Student Edition: 178, 221, 290-291, 334-337, 381 <i>National Geographic</i> 191, 222-223 <i>Time: Science and History</i> 392</p> <p>Teacher Wraparound Edition: AC 191; IM 335; RE 392</p>
<p>A.8.6 Use models and explanations to predict actions and events in the natural world</p>	<p>Student Edition: <i>Lab</i> 167, 538, 577, 633, 665 <i>Lab: Design Your Own</i> 108-109, 390-391, 550-551, 706-707 <i>Lab: Model and Invent</i> 202-203 <i>MiniLab</i> 291</p> <p>Teacher Wraparound Edition: LD 256; MM 310; QD 311</p>

STANDARDS	PAGE REFERENCES
A.8.7 Design real or thought investigations to test the usefulness and limitations of a model	<p>Student Edition: <i>Lab</i> 167, 538, 577, 633, 665 <i>Lab: Design Your Own</i> 108-109, 390-391, 550-551, 706-707 <i>Lab: Model and Invent</i> 202-203 <i>MiniLab</i> 291</p> <p>Teacher Wraparound Edition: LD 256; MM 310; QD 311</p>
A.8.8. Use the themes of evolution, equilibrium, and energy to predict future events or changes in the natural world	<p>Student Edition: 96-97, 160-166, 539, 562, 568-576 <i>Lab</i> 167, 538, 577 <i>Launch Lab</i> 558</p> <p>Teacher Wraparound Edition: AC 573; AR 161; AS 97, 166; DI 163, 165; TFYI 570</p>
Standard B: Nature of Science	
B.8.1 Describe how scientific knowledge and concepts have changed over time in the earth and space, life and environmental, and physical sciences	<p>Student Edition: 218-219, 221, 290-291, 307, 334-337, 381-382, 690-692, 694, 702 <i>National Geographic</i> 383</p> <p>Teacher Wraparound Edition: CC 293, 696; IM 335; SJ 336, 382; TFYI 219</p>
B.8.2 Identify and describe major changes that have occurred over time in conceptual models and explanations in the earth and space, life and environmental, and physical sciences and identify the people, cultures, and conditions that led to these developments	<p>Student Edition: 218-219, 221, 290-291, 307, 334-337, 381-382, 690-692, 694, 702 <i>National Geographic</i> 383</p> <p>Teacher Wraparound Edition: CC 293, 696; IM 335; SJ 336, 382; TFYI 219</p>
B.8.3 Explain how the general rules of science apply to the development and use of evidence in science investigations, model-making, and applications	<p>Student Edition: 12-14, 16-18 <i>Lab</i> 167, 538 <i>Lab: Design Your Own</i> 108-109, 354-355, 550-551 <i>Lab: Model and Invent</i> 138-139, 202-203, 582-583 <i>National Geographic</i> 15 <i>Science Online</i> 16 <i>Science Skill Handbook</i> 748-756</p> <p>Teacher Wraparound Edition: IL 16</p>

STANDARDS	PAGE REFERENCES
B.8.4 Describe types of reasoning and evidence used outside of science to draw conclusions about the natural world	<p>Student Edition: <i>Lab</i> 19 <i>MiniLab</i> 14</p> <p>Teacher Wraparound Edition: CFU 18; LD 14; RT 18; TTPK 12</p>
B.8.5 Explain ways in which science knowledge is shared, checked, and extended, and show how these processes change over time	<p>Student Edition: 8-11, 18, 290-291, 335-336 <i>Lab: Use the Internet</i> 296-297, 522-523, 738-739 <i>Science Skill Handbook</i> 756 <i>Time: Science and History</i> 392</p> <p>Teacher Wraparound Edition: CC 339; DI 18; SJ 336</p>
B.8.6 Explain the ways in which scientific knowledge is useful and also limited when applied to social issues	<p>Student Edition: 320, 322 <i>Integrate Career</i> 317 <i>Oops! Accidents in Science</i> 524 <i>Time: Science and Society</i> 140, 426</p> <p>Teacher Wraparound Edition: CB 426; CDIV 322; CFU 323; DE 140; IC 317</p>
Standard C: Science Inquiry	
C.8.1 Identify* questions they can investigate* using resources and equipment they have available	<p>Student Edition: 14 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203 <i>Lab: Use the Internet</i> 522-523 <i>Science Skill Handbook</i> 751</p> <p>Teacher Wraparound Edition: AIL 424, 551; DI 16; DIF 15</p>
C.8.2 Identify* data and locate sources of information including their own records to answer the questions being investigated	<p>Student Edition: 16-17 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203 <i>Lab: Use the Internet</i> 522-523 <i>Science Skill Handbook</i> 752-755</p> <p>Teacher Wraparound Edition: QD 17</p>

STANDARDS	PAGE REFERENCES
<p>C.8.3 Design and safely conduct investigations* that provide reliable quantitative or qualitative data, as appropriate, to answer their questions</p>	<p>Student Edition: 16-17 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203, 582-583 <i>Science Skill Handbook</i> 752-755 Teacher Wraparound Edition: AIL 424, 551; DIF 15</p>
<p>C.8.4 Use inferences* to help decide possible results of their investigations, use observations to check their inferences</p>	<p>Student Edition: 14 <i>Lab</i> 19 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203, 582-583 <i>MiniLab</i> 14 <i>Section Review</i> 18 (#2) Teacher Wraparound Edition: AS 14</p>
<p>C.8.5 Use accepted scientific knowledge, models*, and theories* to explain* their results and to raise further questions about their investigations*</p>	<p>Student Edition: 17-18 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203, 582-583 <i>Science Skill Handbook</i> 755-756 Teacher Wraparound Edition: AIL 424, 550</p>
<p>C.8.6 State what they have learned from investigations*, relating their inferences* to scientific knowledge and to data they have collected</p>	<p>Student Edition: 17-18 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203, 582-583 <i>Science Skill Handbook</i> 756 Teacher Wraparound Edition: AIL 424, 550</p>
<p>C.8.7 Explain* their data and conclusions in ways that allow an audience to understand the questions they selected for investigation* and the answers they have developed</p>	<p>Student Edition: 17-18 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203, 582-583 <i>Science Skill Handbook</i> 756 <i>Technology Skill Handbook</i> 775 Teacher Wraparound Edition: AIL 424, 550</p>

STANDARDS	PAGE REFERENCES
C.8.8 Use computer software and other technologies to organize, process, and present their data	<p>Student Edition: 18 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203 <i>Lab: Use the Internet</i> 296-297, 522-523, 738-739 <i>Science Skill Handbook</i> 756 <i>Technology Skill Handbook</i> 772-775</p> <p>Teacher Wraparound Edition: AIL 424, 550</p>
C.8.9 Evaluate*, explain*, and defend the validity of questions, hypotheses, and conclusions to their investigations*	<p>Student Edition: 17-18 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203, 582-583 <i>Science Skill Handbook</i> 756</p> <p>Teacher Wraparound Edition: AIL 424, 550</p>
C.8.10 Discuss the importance of their results and implications of their work with peers, teachers, and other adults	<p>Student Edition: 18 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Lab: Model and Invent</i> 202-203 <i>Lab: Use the Internet</i> 296-297, 522-523, 738-739 <i>Science Skill Handbook</i> 756 <i>Technology Skill Handbook</i> 772-775</p> <p>Teacher Wraparound Edition: AIL 424, 550</p>
C.8.11 Raise further questions which still need to be answered	<p>Student Edition: 18 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Science Skill Handbook</i> 756</p> <p>Teacher Wraparound Edition: AIL 424, 550</p>

STANDARDS	PAGE REFERENCES
Standard D: Physical Science	
PROPERTIES AND CHANGES OF PROPERTIES IN MATTER	
D.8.1 Observe, describe, and measure physical and chemical properties of elements and other substances to identify* and group* them according to properties such as density, melting points, boiling points, conductivity, magnetic attraction, solubility, and reactions to common physical and chemical tests	Student Edition: 30, 34, 36-40, 247, 594-598, 620 <i>Applying Science</i> 38 <i>Lab</i> 48-49 <i>MiniLab</i> 596, 597 Teacher Wraparound Edition: TTPK 36
D.8.2 Use the major ideas of atomic theory and molecular theory to describe physical and chemical interactions among substances, including solids, liquids, and gases	Student Edition: 601, 657-659, 661-664 <i>Lab</i> 665 <i>MiniLab</i> 662 <i>National Geographic</i> 660 Teacher Wraparound Edition: AC 660; QD 663; TFYI 662
D.8.3 Understand how chemical interactions and behaviors lead to new substances with different properties	Student Edition: 602-606 <i>Lab: Design Your Own</i> 610-611 <i>MiniLab</i> 603 <i>Science Online</i> 603 Teacher Wraparound Edition: QD 602; VL 602
D.8.4 While conducting investigations, use the science themes to develop explanations of physical and chemical interactions and energy exchanges	Student Edition: 600-607, 657-659, 661-664 <i>Lab: Design Your Own</i> 610-611 <i>MiniLab</i> 603 <i>National Geographic</i> 660 Teacher Wraparound Edition: IL 604; SJ 604
MOTIONS AND FORCES	
D.8.5 While conducting investigations, explain the motion of objects by describing the forces acting on them	Student Edition: 690-693, 694-698, 702-705 <i>Applying Math</i> 695 <i>Lab</i> 700 <i>Lab: Design Your Own</i> 706-707 <i>Launch Lab</i> 683 Teacher Wraparound Edition: AS 707; IL 698; QD 696; TS 706

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<p>D.8.6 While conducting investigations, explain the motion of objects using concepts of speed, velocity, acceleration, friction, momentum, and changes over time, among others, and apply these concepts and explanations to real-life situations outside the classroom</p>	<p>Student Edition: 684-689, 690-693, 694-698, 702-705 <i>Applying Math</i> 686 <i>Lab</i> 701 <i>MiniLab</i> 687, 704 Teacher Wraparound Edition: DIF 688; IL 698; LD 687</p>
<p>D.8.7 While conducting investigations of common physical and chemical interactions occurring in the laboratory and the outside world, use commonly accepted definitions of energy and the idea of energy conservation</p>	<p>Student Edition: 716-720, 721-723, 725-726 <i>Launch Lab</i> 715 <i>MiniLab</i> 723 Teacher Wraparound Edition: IL 717; LD 722</p>
TRANSFER OF ENERGY	
<p>D.8.8 Describe and investigate the properties of light, heat, gravity, radio waves, magnetic fields, electrical fields, and sound waves as they interact with material objects in common situations</p>	<p>Student Edition: 597, 696, 704, 718-720 <i>Lab</i> 728 Teacher Wraparound Edition: TFYI 696</p>
<p>D.8.9 Explain the behaviors of various forms of energy by using the models of energy transmission, both in the laboratory and in real-life situations in the outside world</p>	<p>Student Edition: 721-723, 725-727 <i>Lab</i> 728 <i>MiniLab</i> 723 <i>National Geographic</i> 724 <i>Science Online</i> 722 Teacher Wraparound Edition: LD 722; TTPK 721</p>
<p>D.8.10 Explain how models of the atomic structure of matter have changed over time, including historical models and modern atomic theory</p>	<p>The following page references can be used to meet this standard. Student Edition: 246 Teacher Wraparound Edition: DIF 247</p>

STANDARDS		PAGE REFERENCES
Standard E: Earth and Space Science		
STRUCTURE OF EARTH SYSTEM		
E.8.1 Using the science themes, explain and predict changes in major features of land, water, and atmospheric systems	<p>Student Edition: 58-59, 61, 62-63, 67-68, 71, 96-97, 99-101, 126-130, 156-157, 160-162 <i>Chapter Opener</i> 56 <i>Lab: Design Your Own</i> 108-109 <i>MiniLab</i> 59, 101, 157 <i>National Geographic</i> 156-157</p> <p>Teacher Wraparound Edition: ATP 56; CC 162; TBI 56</p>	
E.8.2 Describe underlying structures of the earth that cause changes in the earth's surface	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 33, 58-59, 62-63, 162 <i>National Geographic</i> 60</p> <p>Teacher Wraparound Edition: AC 60; TTPK 62</p>	
E.8.3 Using the science themes during the process of investigation, describe climate, weather, ocean currents, soil movements and changes in the forces acting on the earth	<p>Student Edition: 118-125, 126-130, 132-133, 148-151, 156-157, 160-162 <i>Lab</i> 167, 168-169 <i>Launch Lab</i> 117 <i>MiniLab</i> 157, 149 <i>National Geographic</i> 158-159</p> <p>Teacher Wraparound Edition: AR 161</p>	
E.8.4 Using the science themes, analyze the influence living organisms have had on the earth's systems, including their impact on the composition of the atmosphere and the weathering of rocks	<p>Student Edition: 90-91, 96-97, 163-166, 548-549 <i>Applying Science</i> 150 <i>Section Review</i> 97 (#1) <i>Science Online</i> 163</p> <p>Teacher Wraparound Edition: DI 163</p>	

STANDARDS	PAGE REFERENCES
EARTH'S HISTORY	
<p>E.8.5 Analyze the geologic and life history of the earth, including change over time, using various forms of scientific evidence</p>	<p>Student Edition: 335-341, 343-345, 347-349 <i>Integrate Earth Science</i> 347 <i>National Geographic</i> 346 <i>Science Online</i> 336 <i>Unit Opener</i> 2-3</p> <p>Teacher Wraparound Edition: AC 346; CC 346; UAA 347; UP 3; WQ 2</p>
<p>E.8.6 Describe through investigations the use of the earth's resources by humans in both past and current cultures, particularly how changes in the resources used for the past 100 years are the basis for efforts to conserve and recycle renewable and non-renewable resources</p>	<p>Student Edition: 560-566, 578-581, 729-737 <i>Applying Science</i> 580 <i>Lab</i> 167, 577 <i>Lab: Model and Invent</i> 582-583 <i>Lab: Use the Internet</i> 738-739 <i>Launch Lab</i> 559 <i>MiniLab</i> 562, 569, 733 <i>National Geographic</i> 567</p> <p>Teacher Wraparound Edition: CDIV 732, 734; DIF 731</p>
EARTH IN THE SOLAR SYSTEM	
<p>E.8.7 Describe the general structure of the solar system, galaxies, and the universe, explaining the nature of the evidence used to develop current models of the universe</p>	<p>Student Edition: 194-201 <i>Science & Society</i> 204</p> <p>Teacher Wraparound Edition: IL 198; MAM 195; QD 200; TFYI 198; TTPK 194</p>
<p>E.8.8 Using past and current models of the structure of the solar system, explain the daily, monthly, yearly, and long-term cycles of the earth, citing evidence gained from personal observation as well as evidence used by scientists</p>	<p>Student Edition: 156, 180-183, 186-190 <i>Lab: Model and Invent</i> 202-203 <i>Science Online</i> 181, 188</p> <p>Teacher Wraparound Edition: AS 183; DI 181; LD 180; QD 189; RT 183</p>

STANDARDS		PAGE REFERENCES
F. Life and Environmental Science		
STRUCTURE AND FUNCTION IN LIVING THINGS		
F.8.1 Understand the structure and function of cells, organs, tissues, organ systems, and whole organisms	<p>Student Edition: 214-216, 221, 224-230, 366-367, 371-373, 401-404, 413-414, 419-420, 434</p> <p><i>Lab 231</i> <i>Launch Lab 364</i></p> <p>Teacher Wraparound Edition: MAM 228; TTPK 221; UAA 226</p>	
F.8.2 Show how organisms have adapted structures to match their functions, providing means of encouraging individual and group survival within specific environments	<p>Student Edition: 153, 338-339, 502-503</p> <p><i>Lab 342</i> <i>Launch Lab 333</i> <i>Science Online 336</i></p> <p>Teacher Wraparound Edition: ATP 332; UA 153</p>	
F.8.3 Differentiate between single-celled and multiple-celled organisms (humans) through investigation, comparing the cell functions of specialized cells for each type of organism	<p>Student Edition: 214, 224-230, 276</p> <p><i>Lab 231</i></p> <p>Teacher Wraparound Edition: QD 224</p>	
REPRODUCTION AND HEREDITY		
F.8.4 Investigate and explain that heredity is comprised of the characteristic traits found in genes within the cell of an organism	<p>Student Edition: 292-294, 308, 312</p> <p>Teacher Wraparound Edition: VL 312</p>	
F.8.5 Show how different structures both reproduce and pass on characteristics of their group	<p>Student Edition: 284-285, 474-475, 516, 517</p> <p><i>Integrate Chemistry 285</i></p> <p>Teacher Wraparound Edition: AC 474, 516; DIF 474; VL 475</p>	
REGULATION AND BEHAVIOR		
F.8.6 Understand that an organism is regulated both internally and externally	<p>Student Edition: 154-155, 216, 254-258, 374, 377-379, 419-421, 435, 449-450</p> <p><i>Science Online 216</i></p> <p>Teacher Wraparound Edition: TFYI 421; TTPK 254, 434; UA 216</p>	

STANDARDS	PAGE REFERENCES
F.8.7 Understand that an organism's behavior evolves through adaptation to its environment	Student Edition: 154-155, 338 Teacher Wraparound Edition: UA 153; TFYI 153
POPULATIONS AND ECOSYSTEMS	
F.8.8 Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet	Student Edition: 534-537, 539-543, 544, 546-547 <i>Applying Science</i> 546 <i>Lab</i> 538 <i>Lab: Design Your Own</i> 550-551 <i>Launch Lab</i> 531 <i>National Geographic</i> 545 Teacher Wraparound Edition: ATP 530; SJ 534; TBI 530
DIVERSITY AND ADAPTATIONS OF ORGANISMS	
F.8.9 Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species	The following page references can be used to meet this standard. Student Edition: 163-165, 541, 568-576 <i>Applying Science</i> 546 <i>Lab</i> 167, 538 <i>Science Online</i> 163, 165 Teacher Wraparound Edition: IL 546
F.8.10 Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends	Student Edition: 539, 561-566, 568-576, 578-581, 730-737 <i>Science Online</i> 540, 580 Teacher Wraparound Edition: SJ 730
Standard G: Science Applications	
G.8.1 Identify* and investigate* the skills people need for a career in science or technology and identify the academic courses that a person pursuing such a career would need	Student Edition: 6-11 <i>Integrate Career</i> 74, 161, 196, 263, 277, 317, 480, 534, 631 Teacher Wraparound Edition: IC 74, 161, 196, 263, 277, 317, 480, 534, 631

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<p>G.8.2 Explain* how current scientific and technological discoveries have an influence on the work people do and how some of these discoveries also lead to new careers</p>	<p>Student Edition: 8-11, 320, 321-323 <i>Integrate Career</i> 161, 317, 534, 631 <i>National Geographic</i> 222-223 Teacher Wraparound Edition: CB 223; QD 9</p>
<p>G.8.3 Illustrate* the impact that science and technology have had, both good and bad, on careers, systems, society, environment, and quality of life</p>	<p>Student Edition: 9, 163-164, 321-323, 379, 562-564, 568-576 <i>Integrate Career</i> 161, 317, 534, 631 <i>Lab</i> 577 <i>Science Online</i> 163 <i>Time: Science and Society</i> 426 Teacher Wraparound Edition: CDIV 322; DI 569; DIF 379</p>
<p>G.8.4 Propose a design (or re-design) of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show* how the design (or re-design) might work, including potential side-effects</p>	<p>The following page references can be used to meet this standard. Student Edition: <i>Lab: Model and Invent</i> 582-583 <i>MiniLab</i> 733 <i>Oops! Accidents in Science (Invent)</i> 460 Teacher Wraparound Edition: IN 460</p>
<p>G.8.5 Investigate* a specific local problem to which there has been a scientific or technological solution, including proposals for alternative courses of action, the choices that were made, reasons for the choices, any new problems created, and subsequent community satisfaction</p>	<p>Student Edition: 578-581 <i>Applying Science</i> 580 <i>Lab: Model and Invent</i> 582 <i>Oops! Accidents in Science</i> 460 <i>Time: Science & Society</i> 140, 426 Teacher Wraparound Edition: CDIV 732; DB 140; DIF 580; DS 140</p>
<p>G.8.6 Use current texts, encyclopedias, source books, computers, experts, the popular press, or other relevant sources to identify* examples of how scientific discoveries have resulted in new technology</p>	<p>Student Edition: 9, 221, 234, 321-323 <i>National Geographic</i> 222-223 <i>Oops! Accidents in Science</i> 676 <i>Unit Opener</i> 590-591 Teacher Wraparound Edition: CDIV 322; VL 322</p>

STANDARDS	PAGE REFERENCES
<p>G.8.7 Show* evidence* of how science and technology are interdependent, using some examples drawn from personally conducted investigations*</p>	<p>Student Edition: 9, 221, 234, 321-323 <i>Lab: Design Your Own</i> 674-675 <i>Lab: Model and Invent</i> 582-583 <i>National Geographic</i> 222-223 <i>Oops! Accidents in Science</i> 676 <i>Unit Opener</i> 590-591 Teacher Wraparound Edition: CDIV 322; VL 322</p>
<p>Standard H: Science in Personal and Social Perspectives</p>	
<p>H.8.1 Evaluate the scientific evidence used in various media (for example, television, radio, Internet, popular press, and scientific journals) to address a social issue, using criteria of accuracy, logic, bias, relevance of data, and credibility of sources</p>	<p>The following page references can be used to meet this standard. Student Edition: <i>Lab</i> 19 <i>Lab: Use the Internet</i> 522-523 <i>Science Online</i> 163, 570 <i>Science Skill Handbook</i> 756 <i>Time: Science & Society</i> 140 Teacher Wraparound Edition: AIL 738; CDIV 322; DIF 571</p>
<p>H.8.2 Present a scientific solution to a problem involving the earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to arrive at a group decision</p>	<p>Student Edition: <i>Lab: Design Your Own</i> 550-551, 674-675 <i>Lab: Model and Invent</i> 138-139, 202-203, 582-583 <i>Oops! Accidents in Science (Invent)</i> 460 Teacher Wraparound Edition: DIF 580; IN 460</p>
<p>H.8.3 Understand the consequences of decisions affecting personal health and safety</p>	<p>Student Edition: 133, 384-385, 417-418, 452, 456-457, 708 <i>Science Skill Handbook</i> 757-759 <i>Time: Science & Society</i> 708 Teacher Wraparound Edition: TFYI 417</p>