

**Glencoe Introduction to Physical Science ©2005**  
**correlated to**  
**Alabama Course of Study: Science**  
**Grade 8**

| Standards and Objectives   | Page References   |
|--|---|
| Students will:   |   |
| 1. Identify steps within the scientific process.   | 14, 18, 33, 37, 55, 57-59, 60-61, 66, 93, 115, 124-125, 129, 150-151, 207, 208-209, 213, 222, 270, 286, 292, 300-301, 305, 329, 330-331, 355, 411, 424-425, 450-451, 472, 480-481, 510-511, 540-541 |
| <ul style="list-style-type: none"> <li>• Applying process skills to interpret data from graphs, tables, and charts</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>• Identifying controls and variables in a scientific investigation</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>• Measuring dimension, volume, and mass using <i>Système International d'Unités</i> (SI units)</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>• Identifying examples of hypotheses</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>• Identifying appropriate laboratory glassware, balances, time measuring equipment, and optical instruments used to conduct an investigation</li> </ul> |   |
| 2. Identify the atomic structure of atoms, including the location of protons, neutrons, and electrons.   | 77, 162–163, 584  |
| <ul style="list-style-type: none"> <li>• Identifying the charge of each subatomic particle</li> </ul>  | 76–79, 96   |
| <ul style="list-style-type: none"> <li>• Identifying Democritus and Dalton as contributors to the atomic theory</li> </ul>   | 73, 75  |
| 3. Determine the number of protons, neutrons, and electrons, and the mass of an element using the periodic table.  | 86, 164–165, 166–167  |
| <ul style="list-style-type: none"> <li>• Locating metals, nonmetals, metalloids, and noble gases on the periodic table</li> </ul>  | 84–85, 99, 164–166, 645, 712–713  |
| <ul style="list-style-type: none"> <li>• Using data about the number of electrons in the outer shell of an atom to determine its reactivity</li> </ul>   | 163–165, 183, 185, 186–187  |
| 4. State the law of conservation of matter.  | 74, 79  |
| <ul style="list-style-type: none"> <li>• Balancing chemical equations by adjusting coefficients</li> </ul>   | 195–196, 211, 212–213, 214–215  |
| 5. Differentiate between ionic and covalent bonding.   | 170–172, 173–175, 183, 184–185, 186–187, 224–225  |
| <ul style="list-style-type: none"> <li>• Illustrating transfer or sharing of electrons using electron dot diagrams</li> </ul>  | 168-177   |
| 6. Define solution in terms of solute and solvent.   | 220-223   |
| <ul style="list-style-type: none"> <li>• Defining diffusion and osmosis</li> </ul>   | 585–586<br><a href="http://al.ips.msscience.com">al.ips.msscience.com</a>   |
| <ul style="list-style-type: none"> <li>• Defining isotonic, hypertonic, and hypotonic solutions</li> </ul>   | <a href="http://al.ips.msscience.com">al.ips.msscience.com</a>  |
| <ul style="list-style-type: none"> <li>• Describing acids and bases based on their hydrogen ion concentration</li> </ul>   | 232–237, 239, 243, 244–245, 247   |

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| 7.  | Describe states of matter based on kinetic energy of particles in matter.   | 108–111, 112–113   |
|     | <ul style="list-style-type: none"> <li>Explaining effects of temperature, concentration, surface area, and catalysts on the rate of chemical reactions</li> </ul>   | 202–206, 211, 212–213, 214–215   |
| 8.  | Identify Newton’s three laws of motion, including inertia, acceleration, momentum, friction, and action or reaction.  | 312–315, 316–322, 323–328, 333, 334–335  |
|     | <ul style="list-style-type: none"> <li>Defining terminology such as <i>action and reaction forces</i>, <i>inertia</i>, <i>acceleration</i>, <i>momentum</i>, and <i>friction</i></li> </ul>   | 310-315, 316-319, 323-325  |
|     | <ul style="list-style-type: none"> <li>Interpreting distance-time graphs</li> </ul>   | 286  |
| 9.  | Describe how mechanical advantages of simple machines reduce the amount of force needed for work.   | 417–423, 424–425, 427, 428–429, 430–431  |
|     | <ul style="list-style-type: none"> <li>Describing the effect of force on pressure in fluids</li> </ul> Example: increasing force on fluid leading to increase of pressure within a hydraulic cylinder   | 122, 356-358   |
| 10. | Differentiate between potential and kinetic energy.<br>Examples: potential—rock resting at the top of a hill, kinetic—rock rolling down a hill  | 375–376, 380, 400–401, 402–403   |
| 11. | Explain the law of conservation of energy and its relationship to energy transformation, including chemical to electrical, chemical to heat, electrical to light, electrical to mechanical, and electrical to sound.  | 378–379, 380–383, 387, 395, 399, 400–401, 402–403, 445, 592–593, 624, 632–633, 635, 636, 638–639 |
| 12. | Classify waves as mechanical or electromagnetic.<br>Examples: mechanical—earthquake waves; electromagnetic—ultraviolet light waves, visible light waves   | 463–465, 466, 472, 484–485   |
|     | <ul style="list-style-type: none"> <li>Describing how earthquake waves, sound waves, water waves, and electromagnetic</li> </ul>  | 467-468, 479, 493, 499, 509, 526-531   |
|     | <ul style="list-style-type: none"> <li>Describing longitudinal and transverse waves</li> </ul>  | 464-465  |
|     | <ul style="list-style-type: none"> <li>Describing how waves travel through different media</li> </ul>   | 471, 474-475, 492, 562   |
|     | <ul style="list-style-type: none"> <li>Relating wavelength, frequency, and amplitude to energy</li> </ul>   | 467-468, 493, 524  |
|     | <ul style="list-style-type: none"> <li>Describing the electromagnetic spectrum in terms of varying frequencies</li> </ul> Examples: electromagnetic spectrum in increasing frequencies—<br>infrared light, visible light, ultraviolet light, microwaves, X rays | 468–469, 523, 525–529, 543, 544–545  |