

SCIENCE 8 CURRICULUM CORRELATION FORM

NOTE: Please complete one form per resource

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INSTRUCTIONS: Please indicate in the boxes below (X) the degree of curriculum fit and provide specific unit, chapter or page references.

GRADE 8

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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PROCESSES OF SCIENCE

It is expected that students will:	none	slight	moderate	extensive	
demonstrate safe procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Safety icons and notes in all Inquiry Investigations Reference section in Skills Handbook, pp.388-390
perform experiments using the scientific method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All Inquiry Investigations Chapter/Sections 1.2, 1.4, 1.9, 1.10, 3.7, 4.4, 5.3, 5.6, 7.2, 8.3, 9.3, 9.5, 9.6, 10.2, 11.1, 11.4, 11.5, 11.7, 11.9 12.3
represent and interpret information in graphic form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 1.10, 4.4, 4.6, 1.10 Skills Handbook, pp. 410-411
use models to explain how systems operate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 1.9, 1.11, 5.7 pp. 74, 128, 192, 206, 224, 234, 241, 299, 305
demonstrate scientific literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Preface Chapter/Sections 2.6, 6.2, 7.6, 9.7, 10.6 pp. 48, 71, 77, 109, 142, 155, 208, 225, 350, 357, 361
demonstrate ethical, responsible, cooperative behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All activities involving decision-making in group settings, e.g., Inquiry Investigations, Explore an Issue (debates), Performance Tasks, etc.
describe the relationship between scientific principles and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 1.2, 1.5, 401, 5.5, 5.8, 6.1, 6.3, 6.4, 9.1, 11.6, 11.8, 12.2, 12.6
demonstrate competence in the use of technologies specific to investigative procedures and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 1.2, 1.5, 4.4, 5.3, 5.6, 11.1, 11.4, 11.5, 11.7, 11.9, 12.3 Chapter and Unit Review questions requiring research

LIFE SCIENCE

Cells and Systems

It is expected that students will:	none	slight	moderate	extensive	
demonstrate understanding of the characteristics of living things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 1.1, 2.2

demonstrate understanding of the nature of cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10
explain the relationship between cells, tissues, organs and organ systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 2.1, 2.4
describe the basic factors that affect the functions and efficiency of the human respiratory, circulatory, digestive and excretory systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 3.1, 3.2, 3.3, 3.4, 3.5, 3.7
explain the functioning of the immune system, and the roles of the primary and secondary defence system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 2.5, 3.6

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page Reference
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GRADE 8

PHYSICAL SCIENCE

Optics

It is expected that students will:

	none	slight	moderate	extensive	
demonstrate knowledge of the behaviour of waves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 10.5
explain the properties of visible light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 10.2, 10.3, 10.4, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9
compare visible light to other types of electromagnetic radiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 10.1, 10.4, 10.5
demonstrate understanding of human vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 12.1, 12.2, 12.3, 12.4
compare various optical systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 12.1, 12.5, 12.6, p. 361

PHYSICAL SCIENCE

Fluids and Dynamics

It is expected that students will:

	none	slight	moderate	extensive	
explain the concept of force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 4.5, 4.6, 4.10, 4.11
describe the relationship between solids, liquids, and gases, using the kinetic molecular theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 4.1, 4.3, 4.12, 5.5
calculate the density of various substances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 4.7, 4.8, 4.9, 4.12
explain the relationship between pressure, heat, and force in fluids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 5.3, 5.4, 5.5, 5.6

explain the nature and significance of viscosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 4.1, 4.2, 4.3, 4.4, 5.1, 5.2
Recognize similarities between natural and constructed fluid systems (e.g. hydraulic and pneumatic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 5.5, 5.8, 6.1, 6.2, 6.3, 6.4

EARTH AND SPACE SCIENCE

Water Systems on Earth

It is expected that students will:

	none	slight	moderate	extensive	
describe how water and ice shape the landscape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 7.5, 8.2, 8.6, 8.7
explain the development of continental drainage systems and transport of materials to the ocean basins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 8.1
explain the significance of the water cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 7.1, 7.3, 7.4, 7.6, 7.7,
explain the significance of salinity and temperature in the world's oceans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 7.2, 8.3, 8.4, 8.5
explain variations in productivity and species distribution in marine environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter/Sections 7.6, 7.7, 9.2, 9.3, 9.4, 9.5, 9.6