

# Answers to Conceptual Integrated Science End-of-Chapter Questions

## Chapter 1: About Science

### Answers to Chapter 1 Review Questions

- 1 The era of modern science in the 16th century was launched when Galileo Galilei revived the Copernican view of the heliocentric universe, using experiments to study nature's behavior.
- 2 In *Conceptual Integrated Science*, we believe that focusing on math too early is a poor substitute for concepts.
- 3 We mean that it must be capable of being proved wrong.
- 4 Nonscientific hypotheses may be perfectly reasonable; they are nonscientific only because they are not falsifiable—there is no test for possible wrongness.
- 5 Galileo showed the falseness of Aristotle's claim with a single experiment—dropping heavy and light objects from the Leaning Tower of Pisa.
- 6 A scientific fact is something that competent observers can observe and agree to be true; a hypothesis is an explanation or answer that is capable of being proved wrong; a law is a hypothesis that has been tested over and over and not contradicted; a theory is a synthesis of facts and well-tested hypotheses.
- 7 In everyday speech, a theory is the same as a hypothesis—a statement that hasn't been tested.
- 8 Theories grow stronger and more precise as they evolve to include new information.
- 9 The term *supernatural* literally means "above nature." Science works within nature, not above it.
- 10 They rely on subjective personal experience and do not lead to testable hypotheses. They lie outside the realm of science.
- 11 Science, art, and religion can work very well together; like strings on a guitar, when played together, the chord they produce can be a chord of profound richness.
- 12 Science is concerned with gathering knowledge and organizing it. Technology lets humans use that knowledge for practical purposes, and it provides the instruments scientists need to conduct their investigations.
- 13 Chemistry builds on physics by telling us how matter is put together, how atoms combine to form molecules, and how the molecules combine to make the materials around us. Biology is more complex than physical science (physics and chemistry), because it involves matter that is alive and, therefore, engaged in complex biochemical processes.
- 14 Integrated science is valuable because the real-life phenomena we are interested in typically involve principles from more than one branch of science; put another way, we study integrated science because the world is integrated.

### Answers to Chapter 1 Integrated Science Concepts

#### Chemistry and Biology: An Investigation of Sea Butterflies

- 1 The disciplines of biology and chemistry are needed to understand the behavior of the Antarctic amphipod.
- 2 The control used in the investigation was the pellets fed to the predator fish that were not treated with sea-butterfly extracts. The control was needed to see whether the chemical deterrent isolated from the sea butterfly deterred the predator fish.
- 3 McClintock and Baker's hypothesis was that amphipods carry sea butterflies because sea butterflies produce a chemical that deters a predator of the amphipod. This is a scientific hypothesis because it would be proven wrong if the secreted chemical were found to not deter amphipod predators.

### Answers to Chapter 1 Exercises

# Conceptual Integrated Science Explorations Worksheets

## Chapter 9

**Robert E. Slavin**



## **Conceptual Integrated Science Explorations Worksheets Chapter 9:**

**Resources for Teaching Middle School Science** Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

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