Student Edition
Teacher Wraparound Edition
Interactive Teacher Edition CD-ROM
Interactive Lesson Planner CD-ROM
Lesson Plans
Content Outline for Teaching
Directed Reading for Content Mastery
Foldables: Reading and Study Skills
Assessment
Chapter Review
Chapter Tests
ExamView Pro Test Bank Software
Assessment Transparencies
Performance Assessment in the Science Classroom
The Princeton Review Standardized Test Practice Booklet
Directed Reading for Content Mastery in Spanish
Spanish Resources
Guided Reading Audio Program
Reinforcement
Enrichment
Activity Worksheets
Section Focus Transparencies
Teaching Transparencies
Laboratory Activities
Science Inquiry Labs
Critical Thinking/Problem Solving
Reading and Writing Skill Activities
Cultural Diversity
Laboratory Management and Safety in the Science Classroom
MindJogger Videoquizzes and Teacher Guide
Interactive Explorations and Quizzes CD-ROM
Vocabulary Puzzlemaker Software
Cooperative Learning in the Science Classroom
Environmental Issues in the Science Classroom
Home and Community Involvement
Using the Internet in the Science Classroom

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Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240

ISBN 0-07-827032-4
Printed in the United States of America
1 2 3 4 5 6 7 8 9 10 009 06 05 04 03 02 01
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To the Teacher

Lesson planning guides are provided for each section of the chapter. Within the Lesson Plans you will see Student Edition features that may have an accompanying worksheet found in the Chapter Resources Booklet (CRB). These worksheets are shown in parentheses after the feature. For example:

_____ Before You Read, p. 37 (Foldables, p. 17, CRB)

The Foldables worksheet can be used with the Before You Read feature in the Student Edition.

Each Lesson Plan is divided into several parts:

- **Schedule** lists the recommended number of class sessions to be devoted to each section of the chapter. Both traditional and block scheduling recommendations are given.

- **Objectives** provides the section objectives. Here you will also find the correlations to National Science Standards for the section.

- **Motivate** lists various resources to introduce the chapter or section to the students.

- **Teach** lists Student Edition and Teacher Edition features that are used as you teach the material. You’ll also find worksheet pages and other resources such as transparencies or Professional Series Books that are appropriate to use with the section.

- **Assess** provides references to the section assessment in the Student Edition as well as useful pages from the *Performance Assessment in the Science Classroom*.

- **Reteach/Reinforce** is where you will find worksheets that provide students with additional reinforcement of the chapter content.

- **Enrich/Apply** provides opportunities to challenge students with materials that go beyond the chapter content.

- **Chapter Assessment** lists Student Edition, worksheet, and transparency resources that assess students’ knowledge of the chapter material.

- **Multimedia Options** pulls together the many multimedia materials that can be used as reinforcement, review, extension, and assessment with your students.
## Correlation to National Science Education Standards

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<th>Book, Chapter, and Section</th>
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<tr>
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<td>M5-3, N3-1, N3-2, O1-1</td>
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<td>K1-1, K1-2, K1-3, K2-1, K2-2, K2-3, K3-1, K3-2, K4-1, K4-2, L1-1, L1-2, L2-2, L4-1, L4-2, L4-3, M1-1, M1-2, M1-3, M2-1, M2-2, M2-3, M3-1, M3-2, M3-3, M4-1, M4-2, M5-1, M5-2, M5-3, M6-2, M6-3, N1-1, N1-2, N1-3, N2-1, N2-2, N3-1, N3-2, O1-1, O1-2, O1-3, O2-1, O2-2, O3-1, O3-2, O3-3</td>
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<td><strong>(D) Earth and Space Science</strong></td>
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### Correlation to National Science Education Standards (continued)

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<thead>
<tr>
<th>Objectives</th>
<th>Book, Chapter, and Section</th>
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<tbody>
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<tr>
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<tr>
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</tr>
<tr>
<td>3. History of science</td>
<td>K1-1, K1-3, L2-2, L4-3, M1-3, M3-2, M3-3, N1-3, N3-1, N3-2, O3-3</td>
</tr>
</tbody>
</table>
# Section 1 - Models of the Atom

**Schedule**

Block Schedule: 1 session  (■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

**Objectives**

1. **Explain** how scientists discovered subatomic particles.  
2. **Explain** how today’s model of the atom developed.  
3. **Describe** the structure of the nuclear atom.

**Motivate**

- Explore Activity, p. 7
- Before You Read, p. 7 (Foldables, p. 13, CRB)
- Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 40, CRB)

**Teach**

- Content Background, pp. 6E–6F, TWE
- Activity, pp. 9, 14, 16, TWE
- Discussion, p. 10, TWE
- Science Journal, pp. 10, 13, 14, TWE
- Quick Demo, p. 11, TWE
- Inclusion Strategies, pp. 12, 16, TWE
- Visual Learning, p. 12, TWE
- Use Science Words, p. 14, TWE
- MiniLAB: Modeling the Nuclear Atom, p. 15 (MiniLAB Worksheet, p. 3, CRB)
- Physics Integration, p. 16
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 29–31, CRB)
- Laboratory Activity 1, pp. 9–10, CRB
- Home and Community Involvement, p. 43, TCR
- Spanish Resources, Section 1, CRB

**Assess**

- Section Assessment, p. 17
- Skill Builder Activities, p. 17
- Performance Assessment in the Science Classroom, pp. 123, 161, 169, TCR

**Reteach/Reinforce**

- Directed Reading for Content Mastery, pp. 15, 16, CRB
- Spanish Directed Reading for Content Mastery, pp. 19, 20, CRB
- Reinforcement, p. 23, CRB

**Enrich/Apply**

- Enrichment, p. 26, CRB
- Cultural Diversity, pp. 55, 59, TCR

**Multimedia Options**

- Vocabulary Puzzlemaker Software, Ch. 1
- Guided Reading Audio Program (English & Spanish), Ch. 1
- Interactive CD-ROM, Presentation Builder, Ch. 1
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com
Section 2 • The Simplest Matter

Schedule
Block Schedule: 1.5 sessions (■ denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives
4. Describe the relationship between elements and the periodic table.
5. Explain the meaning of atomic mass and atomic number.
6. Identify what makes an isotope.
7. Contrast metals, metalloids, and nonmetals.

National Content Standards
UCP2, A1, B1, G1

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 41, CRB)

Teach
_____ Science Online, p. 19
_____ Activity, pp. 19, 20, TWE
_____ Identifying Misconceptions, p. 19, TWE
_____ Use an Analogy, p. 19, TWE
_____ Visual Learning, pp. 20, 21, TWE
_____ Lab Demonstration, p. 21, TWE
_____ Quick Demo, p. 22, TWE
_____ Cultural Diversity, p. 22, TWE
■ Activity: Elements and the Periodic Table, p. 24 (Activity Worksheet, pp. 5–6, CRB)
■ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 29–31, CRB)
■ Science Inquiry Lab, pp. 19, 47, TCR
■ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 43–44, CRB)
_____ Spanish Resources, Section 2, CRB

Assess
■ Section Assessment, p. 23
_____ Skill Builder Activities, p. 23
_____ Performance Assessment in the Science Classroom, pp. 89, 177, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 17, CRB
_____ Spanish Directed Reading for Content Mastery, p. 21, CRB
_____ Reinforcement, p. 24, CRB

Enrich/Apply
_____ Enrichment, p. 27, CRB

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 1
_____ Guided Reading Audio Program (English & Spanish), Ch. 1
_____ Interactive CD-ROM, Exploration, Ch. 1
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com
Section 3  •  Compounds and Mixtures

Schedule
Block Schedule:  2 sessions (■ denotes activities recommended for block schedule.)
Single Periods:  4 sessions

Objectives
8. Identify the characteristics of a compound.
9. Compare and contrast different types of mixtures.

National Content Standards
USP2, A1, B1, D1, G1, G2, G3

Motivate
■ Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 42, CRB)

Teach
■ Visual Learning, p. 26, TWE
■ MiniLAB: Comparing Compounds, p. 26 (MiniLAB Worksheet, p. 4, CRB)
■ Problem-Solving Activity, p. 27
■ Discussion, p. 27, TWE
■ Science Online, p. 28
■ Use Science Words, p. 28, TWE
■ Environmental Science Integration, p. 29

Assess
■ Section Assessment, p. 29
■ Skill Builder Activities, p. 29
■ Performance Assessment in the Science Classroom, pp. 93, 95, 127, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 17, 18, CRB
■ Spanish Directed Reading for Content Mastery, pp. 21, 22, CRB
■ Reinforcement, p. 25, CRB
■ Mathematics Skill Activities, p. 19, TCR

Enrich/Apply
■ Enrichment, p. 28, CRB
■ Earth Science Critical Thinking/Problem-Solving, p. 2, TCR

Chapter Assessment
■ Chapter Study Guide, pp. 34–35
■ Chapter Review, pp. 33–34, CRB
■ Chapter Assessment, pp. 36–37
■ Chapter Test, pp. 35–38, CRB
■ Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 45, CRB)
■ Standardized Test Practice by The Princeton Review, pp. 11–14, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 1
■ Guided Reading Audio Program (English & Spanish), Ch. 1
■ Mindjogger Videoquiz, Ch. 1
■ ExamView Pro Test Bank Software, Ch. 1
■ Interactive CD-ROM, Quiz, Ch. 1
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com
Section 1  •  Matter

Schedule
Block Schedule: 1.5 sessions ( ■ denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives
1. Recognize that matter is made of particles in constant motion.
2. Relate the three states of matter to the arrangement of particles within them.

National Content Standards
UCP1, B1

Motivate
_____ Explore Activity, p. 39
_____ Before You Read, p. 39 (Foldables, p. 15, CRB)
■_____ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 42, CRB)

Teach
_____ Content Background, pp. 38E–38F, TWE
_____ Make a Model, p. 41, TWE
_____ Inclusion Strategies, p. 42, TWE
_____ Earth Science Integration, p. 42
_____ Science Online, p. 43
_____ Visual Learning, p. 43, TWE
_____ Lab Demonstration, p. 43, TWE
_____ Quick Demo, p. 44, TWE
_____ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 31–33, CRB)
_____ Science Inquiry Lab, pp. 43, 47, TCR
■_____ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 45–46, CRB)
_____ Laboratory Activity 1, pp. 9–10, CRB
_____ Spanish Resources, Section 1, CRB

Assess
■_____ Section Assessment, p. 44
_____ Skill Builder Activities, p. 44
_____ Performance Assessment in the Science Classroom, pp. 89, 145, TCR

Reteach/Reinforce
■_____ Directed Reading for Content Mastery, pp. 17, 18, CRB
_____ Spanish Directed Reading for Content Mastery, pp. 21, 22, CRB
_____ Reinforcement, p. 25, CRB

Enrich/Apply
_____ Enrichment, p. 28, CRB
_____ Cultural Diversity, pp. 55, 67, TCR

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 2
_____ Guided Reading Audio Program (English & Spanish), Ch. 2
_____ Interactive CD-ROM, Presentation Builder, Ch. 2
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com
### Schedule

Block Schedule: 1.5 sessions (■ denotes activities recommended for block schedule.)

Single Periods: 3 sessions

### Objectives

3. Define and compare thermal energy and temperature.
4. Relate changes in thermal energy to changes of state.
5. Explore energy and temperature changes on a graph.

### National Content Standards

USP3, A1, B1, B3

### Motivate

■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 43, CRB)

### Teach

- Physics Integration, p. 46
- Science Journal, p. 46, TWE
- Identifying Misconceptions, pp. 46, 47, TWE
- Visual Learning, pp. 48, 50, 51, TWE
- Activity, p. 48, TWE
- Science Online, pp. 49, 51
- Problem-Solving Activity, p. 49
- Discussion, p. 49, TWE
- Inclusion Strategies, p. 49, TWE
- MiniLAB: Exploring What You Feel, p. 50 (MiniLAB Worksheet, p. 3, CRB)
- Activity: A Spin Around the Water Cycle, p. 53 (Activity Worksheet, pp. 5–6, CRB)
- Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 31–33, CRB)
- Laboratory Activity 2, pp. 11–13, CRB
- Spanish Resources, Section 2, CRB

### Assess

■ Section Assessment, p. 52
- Skill Builder Activities, p. 52
- Performance Assessment in the Science Classroom, pp. 89, 93, 101, TCR

### Reteach/Reinforce

- Directed Reading for Content Mastery, p. 19, CRB
- Spanish Directed Reading for Content Mastery, p. 23, CRB
- Reinforcement, p. 26, CRB
- Reading and Writing Skill Activities, p. 17, TCR

### Enrich/Apply

- Enrichment, p. 29, CRB
- Earth Science Critical Thinking/Problem-Solving, p. 10, TCR
- Physical Science Critical Thinking/Problem-Solving, p. 10, TCR

### Multimedia Options

- Vocabulary Puzzlemaker Software, Ch. 2
- Guided Reading Audio Program (English & Spanish), Ch. 2
- Interactive CD-ROM, Exploration, Ch. 2
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com
Section 3  •  Behavior of Fluids

Schedule
Block Schedule: 2.5 sessions ( ■ denotes activities recommended for block schedule.)
Single Periods: 5 sessions

Objectives
6. Explain why some things float but others sink.
7. Describe how pressure is transmitted through fluids.

National Content Standards
UCP3, A1, B1, D1, G2

Motivate
■ Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 44, CRB)

Teach
■ Discussion, pp. 55, 56, 58, 60, 65, TWE
■ Visual Learning, pp. 55, 56, 60, TWE
■ MiniLAB: Predicting a Waterfall, p. 57 (MiniLAB Worksheet, p. 4, CRB)
■ Activity, pp. 58, 59, 65, TWE
■ Math Skills Activity, p. 59
■ Life Science Integration, p. 60

Assess
■ Section Assessment, p. 61
■ Skill Builder Activities, p. 61
■ Performance Assessment in the Science Classroom, pp. 39, 89, 93, 97, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 19, 20, CRB
■ Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
■ Reinforcement, p. 27, CRB
■ Mathematics Skill Activities, p. 31, TCR

Enrich/Apply
■ Enrichment, p. 30, CRB

Chapter Assessment
■ Chapter Study Guide, pp. 66–67
■ Chapter Review, pp. 35–36, CRB
■ Chapter Assessment, pp. 68–69
■ Chapter Test, pp. 37–40, CRB
■ Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 47, CRB)
■ Standardized Test Practice by The Princeton Review, pp. 15–18, CRB

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 2
■ Guided Reading Audio Program (English & Spanish), Ch. 2
■ MindJogger Videoquiz, Ch. 2
■ ExamView Pro Test Bank Software, Ch. 2
■ Interactive CD-ROM, Quiz, Ch. 2
■ Science Web site: science.glencoe.com
**Section 1 • Physical and Chemical Properties**

**Schedule**
Block Schedule: 1.5 sessions (denotes activities recommended for block schedule.)
Single Periods: 3 sessions

**Objectives**
1. Identify physical and chemical properties of matter.

**National Content Standards**
UCP3, A1, B1

**Motivate**
- Explore Activity, p. 71
- Before You Read, p. 71 (Foldables, p. 17, CRB)
- Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 42, CRB)

**Teach**
- Content Background, pp. 70E–70F, TWE
- Visual Learning, pp. 73, 75, TWE
- Make a Model, p. 73, TWE
- MiniLAB: Classifying Matter, p. 74 (MiniLAB Worksheet, p. 3, CRB)
- Activity, p. 74, TWE
- Lab Demonstration, p. 74, TWE
- Earth Science Integration, p. 75
- Science Journal, p. 75, TWE
- Use an Analogy, p. 75, TWE
- Science Online, p. 76
- Activity: Finding the Difference, p. 77 (Activity Worksheet, pp. 5–6, CRB)
- Science Inquiry Lab, pp. 43, 57, TCR
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 31–32, CRB)
- Laboratory Activity 1, pp. 9–12, CRB
- Spanish Resources, Section 1, CRB

**Assess**
- Section Assessment, p. 76
- Skill Builder Activities, p. 76
- Performance Assessment in the Science Classroom, pp. 89, 145, TCR

**Reteach/Reinforce**
- Directed Reading for Content Mastery, pp. 19, 20, CRB
- Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
- Reinforcement, p. 27, CRB
- Reading and Writing Skill Activities, p. 17, TCR

**Enrich/Apply**
- Enrichment, p. 29, CRB

**Multimedia Options**
- Vocabulary Puzzlemaker Software, Ch. 3
- Guided Reading Audio Program (English & Spanish), Ch. 3
- Interactive CD-ROM, Presentation Builder, Ch. 3
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com
Section 2  •  Physical and Chemical Changes

Schedule
Block Schedule: 2.5 sessions  ■ denotes activities recommended for block schedule.
Single Periods: 5 sessions

Objectives
2. Compare several physical and chemical changes.
3. Identify examples of physical and chemical changes.

National Content Standards
UCP3, A1, B1, F5, G2

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 43, CRB)

Teach
■ Life Science Integration, p. 81
■ Science Online, p. 81
■ MiniLAB: Comparing Changes, p. 81 (MiniLAB Worksheet, p. 4, CRB)
■ Astronomy Integration, p. 83
■ Math Skills Activity, p. 84
■ Activity: Battle of the Toothpastes, pp. 88–89 (Activity Worksheet, pp. 7–8, CRB)

Assess
■ Section Assessment, p. 87
■ Skill Builder Activities, p. 87

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 21, 22, CRB
■ Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
■ Reinforcement, p. 28, CRB
■ Mathematics Skill Activities, p. 9, TCR

Enrich/Apply
■ Enrichment, p. 30, CRB
■ Physical Science Critical Thinking/Problem-Solving, p. 10, TCR
■ Cultural Diversity, p. 5, TCR

Chapter Assessment
■ Chapter Study Guide, pp. 92–93
■ Chapter Review, pp. 35–36, CRB
■ Chapter Assessment, pp. 94–95
■ Chapter Test, pp. 37–40, CRB

Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 47, CRB)
■ Standardized Test Practice by The Princeton Review, pp. 19–22, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 3
■ Guided Reading Audio Program (English & Spanish), Ch. 3
■ MindJogger Videoquiz, Ch. 3
■ ExamView Pro Test Bank Software, Ch. 3
■ Interactive CD-ROM, Exploration and Quiz, Ch. 3
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com
Section 1  Introduction to the Periodic Table

Schedule
Block Schedule:  1 sessions  ( ■ denotes activities recommended for block schedule.)
Single Periods:  2 sessions

Objectives
1. Describe the history of the periodic table.
2. Interpret an element key.
3. Explain how the periodic table is organized.

National Content Standards
UCP1, A1, B1, G1, G2

Motivate
_____ Explore Activity, p. 97
_____ Before You Read, p. 97 (Foldables, p. 13, CRB)
■ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 40, CRB)

Teach
_____ Content Background, pp. 96E–96F, TWE
_____ Inclusion Strategies, p. 99, TWE
_____ MiniLAB: Designing a Periodic Table, p. 99 (MiniLAB Worksheet, p. 3, CRB)
_____ Discussion, p. 100, TWE
_____ Activity, pp. 101, 103, TWE
_____ Science Online, p. 102
_____ Problem-Solving Activity, p. 103
Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 29–30, CRB)
■ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 43–44, CRB)
_____ Laboratory Activity 1, pp. 9–10, CRB
_____ Laboratory Activity 2, pp. 11–12, CRB
_____ Home and Community Involvement, p. 25, TCR
_____ Spanish Resources, Section 1, CRB

Assess
■ Section Assessment, p. 104
_____ Skill Builder Activities, p. 104
_____ Performance Assessment in the Science Classroom, pp. 91, 121, 165, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 15, 16, CRB
_____ Spanish Directed Reading for Content Mastery, pp. 19, 20, CRB
■ Reinforcement, p. 23, CRB
_____ Mathematics Skill Activities, p. 33, TCR
_____ Reading and Writing Skill Activities, p. 41, TCR

Enrich/Apply
_____ Enrichment, p. 26, CRB

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 4
_____ Guided Reading Audio Program (English & Spanish), Ch. 4
_____ Interactive CD-ROM, Presentation Builder, Ch. 4
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com
Section 2  Representative Elements

Schedule
Block Schedule:  1.5 sessions  (■ denotes activities recommended for block schedule.)
Single Periods:  3 sessions

Objectives
4. Recognize the properties of representative elements.  National Content Standards
5. Identify uses for the representative elements.

National Content Standards
UCP2, B1, F5

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 41, CRB)

Teach
—— Discussion, p. 106, TWE
—— Quick Demo, pp. 106, 108, 110, TWE
—— Science Journal, p. 106, TWE
—— Teacher FYI, pp. 106, 111, TWE
—— Identifying Misconceptions, p. 107, TWE
—— Make a Model, p. 107, TWE
—— Cultural Diversity, p. 107, TWE
—— Activity, p. 108, TWE
—— Curriculum Connection, p. 108, TWE
—— Extension, pp. 108, 109, 110, TWE
—— Fun Fact, pp. 108, 109, TWE
—— Life Science Integration, p. 109
—— Visual Learning, p. 110, TWE
—— Inclusion Strategies, p. 110, TWE
—— Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 29–30, CRB)
—— Spanish Resources, Section 2, CRB

Assess
■ Section Assessment, p. 111
—— Skill Builder Activities, p. 111
—— Performance Assessment in the Science Classroom, p. 145, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 17, CRB
—— Spanish Directed Reading for Content Mastery, p. 21, CRB
—— Reinforcement, p. 24, CRB

Enrich/Apply
—— Enrichment, p. 27, CRB
—— Physical Science Critical Thinking/Problem-Solving, p. 9, TCR
—— Cultural Diversity, p. 37, TCR

Multimedia Options
—— Vocabulary Puzzlemaker Software, Ch. 4
—— Guided Reading Audio Program (English & Spanish), Ch. 4
—— Interactive CD-ROM, Exploration, Ch. 4
—— Using the Internet in the Science Classroom, TCR
—— Science Web site: science.glencoe.com
## Section 3 • Transition Elements

### Schedule
Block Schedule: 2 sessions  (denotes activities recommended for block schedule.)
Single Periods: 4 sessions

### Objectives
6. Explain how a gas exerts pressure on its containers.  National Content Standards
   UCP3, A1, B1, C1
7. Explain how a gas is affected when pressure, temperature, or volume is changed.

### Motivate
- Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 42, CRB)

### Teach
- Discussion, p. 113, TWE
- Visual Learning, pp. 113, 115, TWE
- Science Journal, p. 113, TWE
- Activity, pp. 114, 115, TWE
- Curriculum Connection, p. 114, TWE
- Physics Integration, p. 114
- Extension, p. 115, TWE
- Science Online, p. 116

### Assess
- Section Assessment, p. 116
- Skill Builder Activities, p. 116
- Performance Assessment in the Science Classroom, pp. 127, 129, 135, 141, TCR

### Reteach/Reinforce
- Directed Reading for Content Mastery, pp. 17, 18, CRB
- Spanish Directed Reading for Content Mastery, pp. 21, 22, CRB
- Reinforcement, p. 25, CRB

### Enrich/Apply
- Enrichment, p. 28, CRB

### Chapter Assessment
- Chapter Study Guide, pp. 122–123
- Chapter Review, pp. 33–34, CRB
- Chapter Assessment, pp. 124–125
- Chapter Test, pp. 35–38, CRB
- Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 45, CRB)
- Standardized Test Practice by The Princeton Review, pp. 23–26, TCR

### Multimedia Options
- Vocabulary Puzzlemaker Software, Ch. 4
- Guided Reading Audio Program (English & Spanish), Ch. 4
- MindJogger Videoquiz, Ch. 4
- ExamView Pro Test Bank Software, Ch. 4
- Interactive CD-ROM, Quiz, Ch. 4
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com

TWE = Teacher Wraparound Edition,
CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources