

## 8<sup>th</sup> Grade Science

### 1<sup>st</sup> Semester Exam Study Guide

#### SCIENTIFIC METHOD

1. Why it is important for scientists to be skeptical? If a scientist is skeptical of the results of an experiment, what should he usually do?

Skepticism is one of the most valuable tools in science. Continual questioning of ideas and results is a means of overturning long-held assumptions and uncovering new ideas. A skeptic in science will continually review the credibility of a scientific result or idea.

2. What makes an experiment valid?

When the results give validity to the question (hypothesis) that is being asked or tested.

3. What is the difference between qualitative and quantitative data?

Qualitative Data is used to describe something using your 5 senses. Quantitative Data is when you describe something using numbers.

#### EARTH SCIENCE

4. What are the 4 layers of the Earth?

Inner core, outer core, mantle and crust

5. What are the two types of crust? What types of rock are they made of? Which type is more dense?

Continental – granite and Oceanic – basalt, oceanic is more dense

6. Which layer of the Earth is made of the crust plus the upper mantle (this layer is rigid and brittle like a jolly rancher)?

Lithosphere

7. Which layer of the Earth is plastic and flowing (like silly putty)?

Asthenosphere

8. Which layer (asthenosphere or lithosphere) is broken into large pieces called plates?

Lithosphere

9. Which layer (asthenosphere or lithosphere) carries the plates?

Asthenosphere

10. What process causes the tectonic plates to move?

Convection currents

11. What are the three types of plate boundaries? Describe how the plates move at each (toward each other, away from each other, or slide past each other).

Convergent – Plates come together/collide, Divergent – plates move away from each other/divide, Transform – plates slide past each other/shear

12. Describe what happens when the following plates collide:

- a. Continental crust collides with continental crust – mountains
- b. Continental crust collides with oceanic crust – subduction zone, oceanic trench and volcanoes, rift valleys
- c. Oceanic crust collides with oceanic crust - volcanoes

13. Where are ALMOST all volcanoes formed?

Volcanoes are most commonly found at subduction zone boundaries. This is where the thinner oceanic plates get pulled under the thicker continental plates. As the plates go deeper, they melt and form pockets of magma which can cause mountains to be built and as the hot magma rises, it erupts out of volcanoes.

14. What is a hot-spot volcano?

This is an extra hot plume of molten rock which causes the earth's crust to thin allowing molten rock to escape onto the surface. The movement of the earth's tectonic plates means that volcanoes form a trail along the earth's surface.

15. What occurs when too much stress builds up at a plate boundary and the rock finally breaks?

Earthquake

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**Training Cognition** Alice F. Healy, Lyle E. Bourne, Jr., 2012-08-21 Training is both a teaching and a learning experience and just about everyone has had that experience Training involves acquiring knowledge and skills This newly acquired training information is meant to be applicable to specific activities tasks and jobs In modern times where jobs are increasingly more complex training workers to perform successfully is of more importance than ever The range of contexts in which training is required includes industrial corporate military artistic and sporting at all levels from assembly line to executive function The required training can take place in a variety of ways and settings including the classroom the laboratory the studio the playing field and the work environment itself The general goal of this book is to describe the current state of research on training using cognitive psychology to build a complete empirical and theoretical picture of the training process The book focuses on training cognition as opposed to physical or fitness training It attempts to show how to optimize training efficiency durability and generalizability The book includes a review of relevant cognitive psychological literature a summary of recent laboratory experiments a presentation of original theoretical ideas and a discussion of possible applications to real world training settings **Resources in Education** ,1988 Catholic School Journal ,1963

**Foundations of Earth Science Study Guide** Edward J. Tarbuck, 2001-02-15 Includes Learning Objectives Chapter Review Chapter Outline Vocabulary Review Key Terms Comprehensive Review and Practice Tests **The Impact of State**

**and National Standards on K-12 Science Technology** Dennis W. Sunal, Emmett L. Wright, 2006-01-05 This book explores the expectations of various stakeholders toward science standards and their implementation at the K 12 level It addresses professional development curriculum assessment and accountability focusing on trends since the late 1980s and the impact on teachers classrooms and students

**SDEA Journal** South Dakota Educational Association, 1941

**Study Guide with Programmed Units and Learning Objectives for Hilgard, Atkinson, and Atkinson's Introduction to Psychology, Sixth Edition** Ernest Ropiequet Hilgard, Rita L. Atkinson, Richard C. Atkinson, 1975 Introduces contemporary psychology to the beginning student

**The Science Teachers Bulletin** , 1943

**Learning and Memory: A Comprehensive Reference** , 2017-07-07 Learning and Memory A Comprehensive Reference Second Edition Four Volume Set is the authoritative resource for scientists and students interested in all facets of learning and memory This updated edition includes chapters that reflect the state of the art of research in this area Coverage of sleep and memory has been significantly expanded while neuromodulators in memory processing neurogenesis and epigenetics are also covered in greater detail New chapters have been included to reflect the massive increase in research into working memory and the educational relevance of memory research No other reference work covers so wide a territory and in so much depth Provides the most comprehensive and authoritative resource available on the study of learning and memory and its mechanisms Incorporates the expertise of over 150 outstanding investigators in the field providing a one stop resource of reputable information from world leading scholars with easy cross referencing of related articles to promote understanding and further research Includes further reading for each chapter that helps readers continue their research Includes a glossary of key terms that is helpful for users who are unfamiliar with neuroscience terminology

*Directory of Distance Learning Opportunities* Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

**Physics** Edward C. Gruber, 1963

*Journal of Research and Development in Education* , 1989

Resources in Education , 1995

1998 Guide to the Evaluation of Educational Experiences in the Armed Forces American Council on Education, 1998 This guide is the standard reference work for recognizing learning acquired by military personnel for conversion to academic credit in degree work at colleges and universities This volume contains recommendations for formal courses offered by the Air Force the Coast Guard the Marine Corps and the

Department of Defense in 1990 and later years Twenty sections provide the following information 1 how to find and use course exhibits 2 sample Coast Guard Rating exhibit 3 how to find and use Coast Guard occupation exhibits 4 sample Coast Guard rating exhibit 5 how to find and use Coast Guard warrant officer exhibits 6 sample Coast Guard warrant officer exhibit 7 how to find and use Marine Corps MOS military occupational specialties exhibits 8 sample Marine Corps enlisted MOS exhibit 9 questions and answers 10 awarding credit for extracurricular learning 11 transfer and award of credit 12 elements of a model policy on awarding credit for extracurricular learning 13 Air Force course exhibits 14 Coast Guard course exhibits 15 Department of Defense course exhibits 16 Marine Corps course exhibits 17 Coast Guard aviator exhibits 18 Coast Guard enlisted ratings exhibits 19 Coast Guard warrant officer exhibits and 20 Marine Corps enlisted MOS exhibits Each course exhibit includes some or all of the following course number title location length dates learning outcomes instruction occupational group description career pattern related occupations and credit recommendation The guide also contains eight appendixes the evaluation systems sample military records occupation title index keyword index course number index request for course recommendation and request for Coast Guard rating and warrant officer exhibits and request for Marine Corps MOS exhibits KC      **Peterson's Annual Guides to Graduate Study** Peterson's Guides, Inc,1983

Getting College Course Credits by Examination to Save \$\$\$ Gene R. Hawes,1979      *Introduction to Educational Research* Craig A. Mertler,C. M. Charles,2005 This non technical hands on introductory text is supported by up to date technology to augment students comprehension and interpretation of both qualitative and quantitative techniques in educational research methods *Introduction to Educational Research* Fifth Edition guides the learner through eight research methods to help plan and compose their first educational research project Through chapter contents and in text exercises readers simultaneously learn how to prepare a research plan gather and analyze data address research questions and hypotheses and organize a report of their projects In keeping with the main purpose of helping students clearly understand and apply research concepts the language of the text is non technical and there are many pedagogical features throughout the text      Science, Technology and Society ,1993

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