

PEARSON science

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First published 2011 by Pearson Australia
2014 2013 2012
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Project Editor: Michelle Hessel
Editors: Elaine Cochrane and Kay Waters
Series Cover Designers: Miranda Costa, Kim Ferguson, Jo Groud and Glen McClay
Text Designer: Kim Ferguson
Copyright & Pictures Editor: Michelle Jellett
Desktop Operator: Cam McPhail
Production Controller: Emma Roberts
Cover art: Lucie Billingsley
Illustrator/s: Guy Holt, Wendy Gorton & Fiona Lee
Printed in China

National Library of Australia Cataloguing-in-Publication entry

Rickard, Greg

Pearson science year 7 student book/Greg Rickard... et al.

ISBN 9781442523470 (pbk.)

Science—study and teaching (Secondary)

Includes index.

National Library of Australia—Science textbooks.

Rickard, Greg... et al.

500

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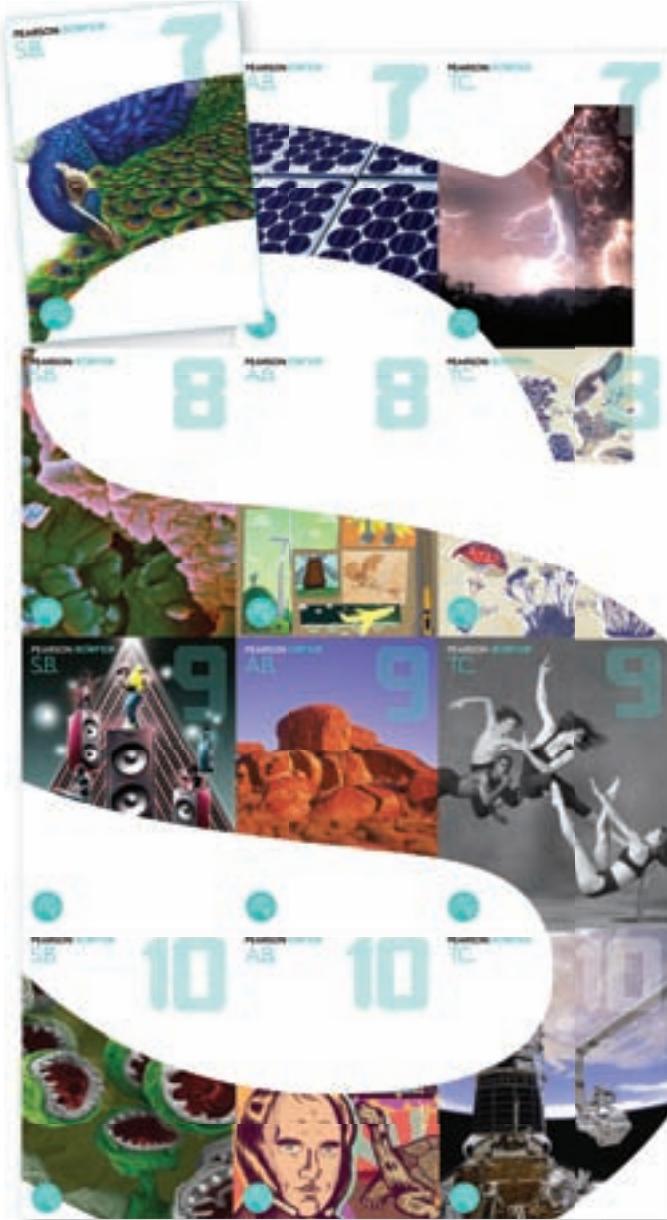
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PEARSON science



Student Book

Written specifically to meet the requirements of the Australian Curriculum, the student book acts as a guide for both student and teacher.

- Written specifically for the Australian Curriculum Science course
- Utilises an inquiry approach throughout
- Offers content and activities that enhance the development of Achievement Standards. The content is presented in a range of contexts within the three interrelated strands of Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.

Activity Book

The activity book is a write-in resource designed to enrich students' skills by providing a variety of activities and questions to reinforce learning outcomes.

- Supports and extends the student book
- Caters for a range of learning styles.

Teacher Companion

The teacher companion makes lesson preparation easy by combining full-colour textbook pages with teaching strategies, ideas for class activities and fully worked solutions.

- Ties the entire Pearson Science package together
- Includes all answers to the student and activity book.



ALWAYS LEARNING

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How to use this book

PEARSON science 7 Student Book

PEARSON science 7 has been designed for the Australian Curriculum: Science course. It includes content and activities that enhance the development of the Year 7 Achievement Standards within the three interrelated strands of Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding. The content is presented through a range of contexts to engage students and assist them to make connections between science and their lives.

The Cross-curriculum priorities and General Capabilities are addressed throughout the series.

PEARSON science 7 is designed for an inquiry approach to science learning. Its engaging design, unambiguous features and clear easy-to-understand language make this a valuable resource for students of all interests and abilities.



Chapter opening page

The chapter opener engages students through questions that get them thinking about the content and concepts to come.

The key ideas reflect the elaborations and standards relevant to the chapter.



Look who is using science

Careers pages spread throughout the book look at careers that involve and use science.



Unit opening

Each chapter is divided into self-contained units. The unit opener includes an introduction that places the material to come in a meaningful context.



Photos and illustrations

Stunning and relevant photos and illustrations are clearly referenced from within the text to assist students to understand the idea being developed.

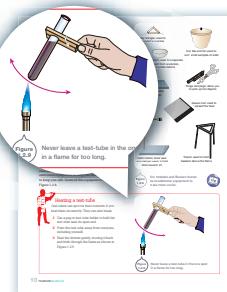


science 4 fun

Inquiry-based activities using everyday materials assist students to understand key concepts under development.

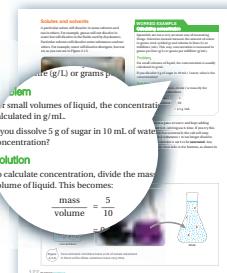
These can be used as a focus or context for the unit.

Icons indicate whether an activity is suitable to be done at home or requires teacher supervision.



Skill builder

Key skills are outlined in clear steps to support science learning.



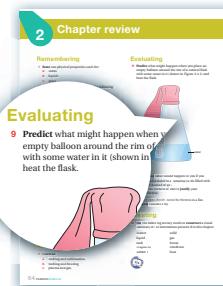
Worked example

Worked examples of problems and techniques assist students to master and apply key skills.



SciFile

SciFiles include quirky information to engage students.



Chapter review

Each chapter finishes with a set of questions and activities organised under the headings of Bloom's Taxonomy of Cognitive Processes.

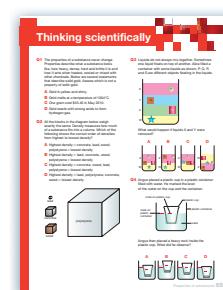


Unit review

Each unit finishes with a set of questions and activities organised under the headings of Bloom's Taxonomy of Cognitive Processes. To further students' understanding of the intent of a question and level of explanation expected,

bolded verbs are used throughout. A list of all verbs and their meanings can be found on page xii.

The final heading is 'Inquiring'. These questions challenge students to use their inquiry skills to go further with the unit content.



Thinking scientifically

Following the Chapter review are Thinking scientifically style questions relevant to that chapter. These test students' science and interpretive skills.



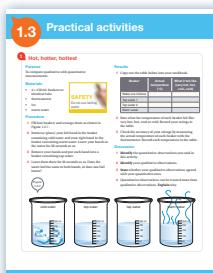
Glossary

Every chapter concludes with an illustrated glossary that engages students and provides a ready reference for the key terms of the chapter.



Activity Book icon

This icon indicates a related Activity Book worksheet that enhances or extends this area.



Practical activities

Practical activities are placed at the end of each unit. Practical activity icons appear throughout the units to indicate suggested times for practical work.

A Student-design investigation icon indicates that an activity includes student design.

Safety boxes highlight significant hazards.

A safety glasses icon reminds students when appropriate to wear safety glasses.



Science as a human endeavour

The Science as a Human Endeavour strand is addressed throughout the units and in Science as a Human Endeavour spreads. Many of these are developed and extended in the Activity Book.

The
PEARSON
science 7
package

Don't forget the other PEARSON science 7 package components that will help engage and excite students in science:
PEARSON science 7 Activity Book
PEARSON science 7 Teacher Companion
PEARSON science 7 Pearson Reader

Verbs

The verbs below, based on Bloom's Taxonomy, appear in **bold** text throughout this book. The verbs help students know the level of response required for a question and provide a common language and consistent meaning in the Australian Curriculum documents.

Remembering

enter	Place data into a computer program by key strokes or copying from a digital source, e.g. CD, DVD, USB storage device
label	Add annotations to a diagram or drawing
list	Write down phrases or items only without further explanation
name	Present remembered ideas, facts or experiences
present	Provide information for consideration
recall	Present remembered ideas, facts or experiences
record	Store information and observations for later
specify	State in detail
state	Provide information without further explanation

Understanding

account	Account for—state reasons for, report on. Give an account of—narrate a series of events or transactions
calculate	Ascertain/determine from given facts, figures or information (simply repeating calculations that are set out in the text)
clarify	Make clear or plain
construct	Prepare or devise something, such as a key or diagram
define	State meaning and identify essential qualities
describe	Provide characteristics and features
determine	Find out the size or extent, either by using an equation, counting, estimating, or similar method
discuss	Identify issues and provide points for and/or against
draw	Use a pencil to produce a likeness onto a page, or sketch to provide a representation or view
explain	Provide a sequence to make the relationships between things evident; provide why and/or how
extract	Choose relevant and/or appropriate details
gather	Collect items from different sources
modify	Change in form or amount in some way
outline	Sketch in general terms; indicate the main features
predict	Suggest what may happen based on available information
produce	Provide
propose	Put forward for consideration or action
rank	Place in order of size, age, or as instructed
recount	Retell a series of events
summarise	Express, concisely, the relevant details
write	Compose or construct a sentence that explains a feature

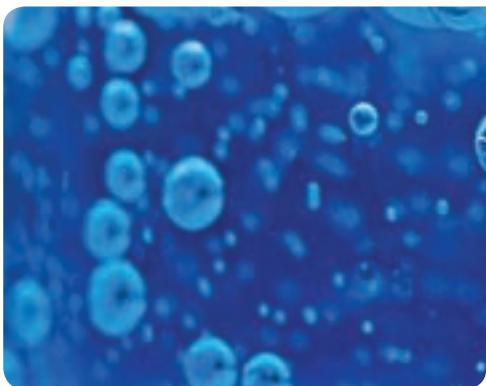
Applying

apply	Use, utilise, employ in a particular situation
calculate	Ascertain/determine from given facts, figures or information
demonstrate	Show by example
examine	Inquire into
identify	Recognise and name
use	Employ for some purpose

Analysing	
analyse	Identify components and the relationship between them; draw out and relate implications
calculate	Ascertain/determine from given facts, figures or information (requiring more manipulation than simply applying the maths)
classify	Arrange or include in classes/categories
compare	Show how things are similar or different
contrast	Show how things are different or opposite
critically (analyse/ evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
discuss	Identify issues and provide points for and/or against
distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
infer	Recognise and explain patterns and meaning and relationships
interpret	Draw meaning from
research	Investigate through literature or practical investigation
Evaluating	
appreciate	Make a judgement about the value of
assess	Make a judgement of value, quality, outcomes, results or size
conclude	Come to a judgement or result based on the reasoning or arguments that you present
critically (analyse/ evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
deduce	Draw conclusions
evaluate	Make a judgement based on criteria; determine the value of
extrapolate	Infer from what is known
justify	Support using an argument or conclusion
propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
recommend	Provide reasons in favour
select	Choose one or more items, features, objects
Creating	
construct	Make; build; put together items or arguments
design	Provide step for an experiment or procedure
investigate	Plan, inquire into and draw conclusions about
synthesise	Put together various elements to make a whole

SCIENCE TAKES YOU PLACES

Look who is using science



SCIENCE TEACHER

My name is Sarah Peng and I am a science teacher at a state secondary school.

Like many scientists, I have always been curious about how the things around me work. It was natural, then, that I moved into the sciences. At university I specialised in biology and chemistry, and I soon discovered that the best way to share my passion and enthusiasm was to become a science teacher. So, here I am today!

In my role as a teacher I help my students develop a better understanding of the world around them, and show them the skills that enable them to investigate it safely and explore it scientifically. Teaching always brings its challenges and rewards, but overall I really enjoy seeing my students get excited about science and become confident in their skills and their understanding of the subject.



PERSONAL TRAINER

My name is Rebecca O'Sullivan and I'm a gym instructor at one of the gyms run by the YMCA.

In health consultations and re-assessments, I take measurements to determine a person's fitness. I take their blood pressure and heart rate to see the health of their cardiovascular system and measure their height and weight to determine if a member is at an ideal weight for their height. I also measure the thickness of their arms, chest, waist, hips and thighs so that I can compare their size at the next re-assessment. The member is

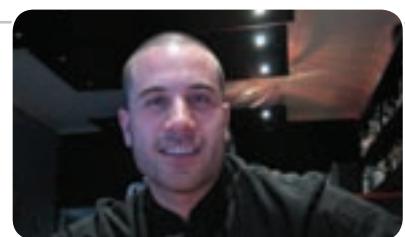


also taken through an aerobic fitness test to determine the volume of oxygen pumped to the muscles during exercise. All these measurements then allow me to write up a suitable exercise program for the member. In my own way, I am a scientist who tests the fitness of people. My laboratory is the health consultation room.

CHEF

My name is Joe Spataro and I'm the head chef and owner of a restaurant.

As a chef I invent new dishes, but as head chef I'm also responsible for the efficient running of the kitchen. This includes looking after the safety of everyone who works in the kitchen. Like laboratories, kitchens can be extremely dangerous places. We work with knives, hot stoves and ovens, and pots of boiling water and oils that can scald



or burn. I also need to ensure that the kitchen is kept clean and tidy and that foodstuffs are stored at the right temperatures and away from cleaning chemicals. In this way, a kitchen is like a laboratory. It is where I experiment but it also has risks.