McGraw-Hill Ryerson

DISCOVERING SCIENCE 7

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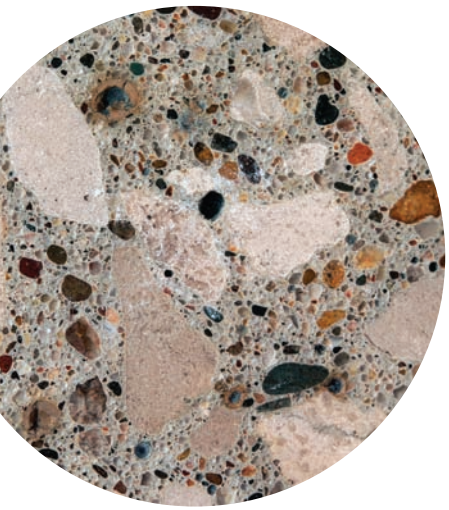
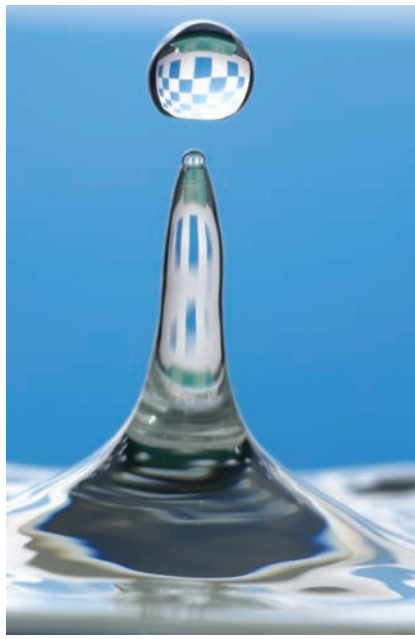
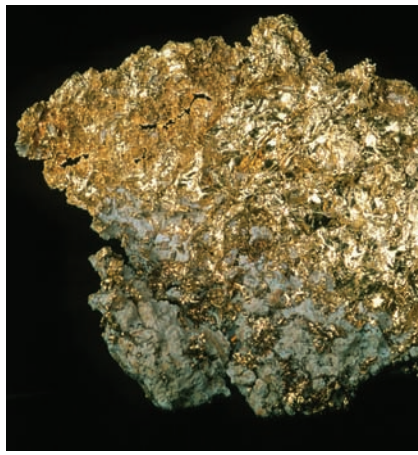
Contents







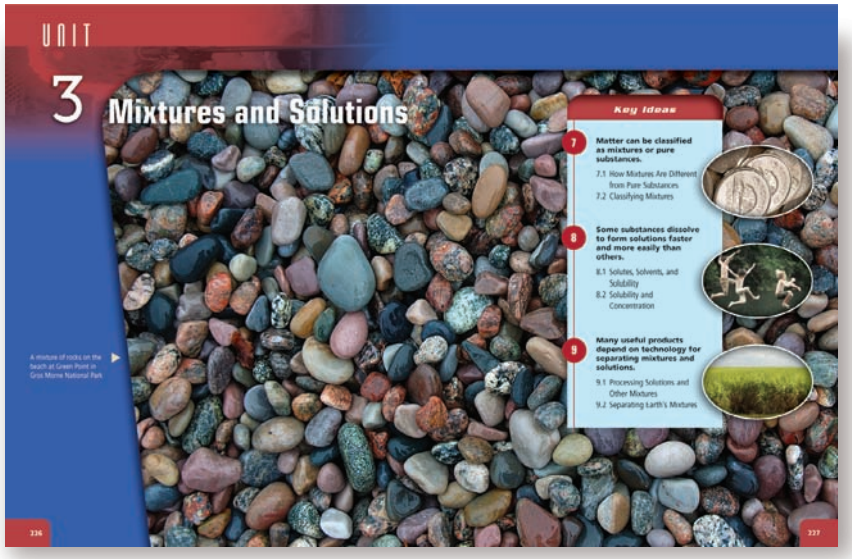
Science Skills 454

A Tour of Your Textbook

Welcome to ***Discovering Science 7***. This textbook introduces you to the wonders of ecosystems, heat and temperature, mixtures, and Earth's crust. To understand your book and how to use it, begin by taking a brief tour on the following pages. Then do the Scavenger Hunt on page xvii.

Unit Opener

- ***Discover Science 7*** has four major units: Interactions within Ecosystems, Heat, Mixtures and Solutions, and Earth's Crust.
- Each unit opener photo is a window into the world of the Key Ideas you will study in the unit. The caption explains the photo.
- The unit opener identifies each of the unit's Key Ideas. These are the chapter titles.
- The small photos next to the Key Ideas are from the beginning of each chapter.



Getting Started

- The Getting Started helps you recall what you might already know about the Key Ideas in the unit.
- It helps you prepare for studying the unit by giving you the following:

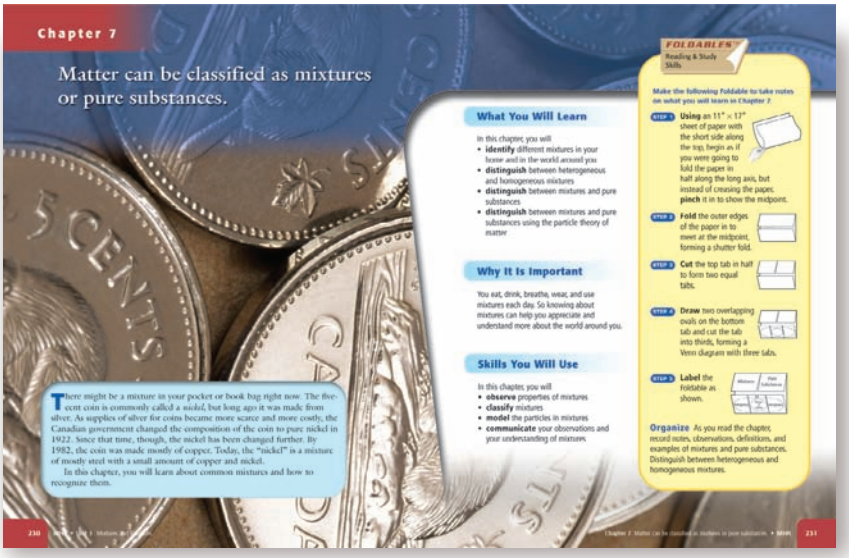
— a short reading about an interesting topic related to the unit

— an **Internet Connect** feature to take you to www.discoveringscience.ca to learn more about the topic

— a short **Find Out Activity** so you can explore an idea related to the unit

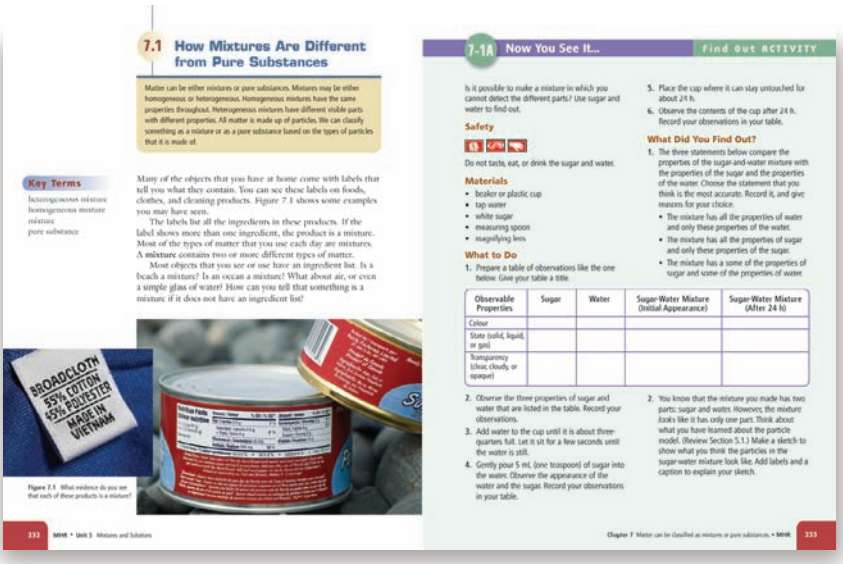
Chapter Opener

- The sentence of the chapter title is the Key Idea that you will study in this chapter.
- The chapter opener outlines What You Will Learn, Why It Is Important, and Skills You Will Use in the chapter.
- The **Foldables** exercise is a fun way to develop your study skills. Look for a Foldables exercise at the beginning of every chapter.



Section Opener

- A number and a short title identify each new section in a chapter.
- The shaded light brown box below the section title contains a summary of the science concepts you will study in the section.
- The list of Key Terms in the margin identifies important new science terms that you will learn in the section.
- The **Did You Know?** margin feature is an interesting bit of information related to the section's topic.
- Each section opener includes a **Find Out Activity** or a **Think About It Activity**.



Find Out Activity

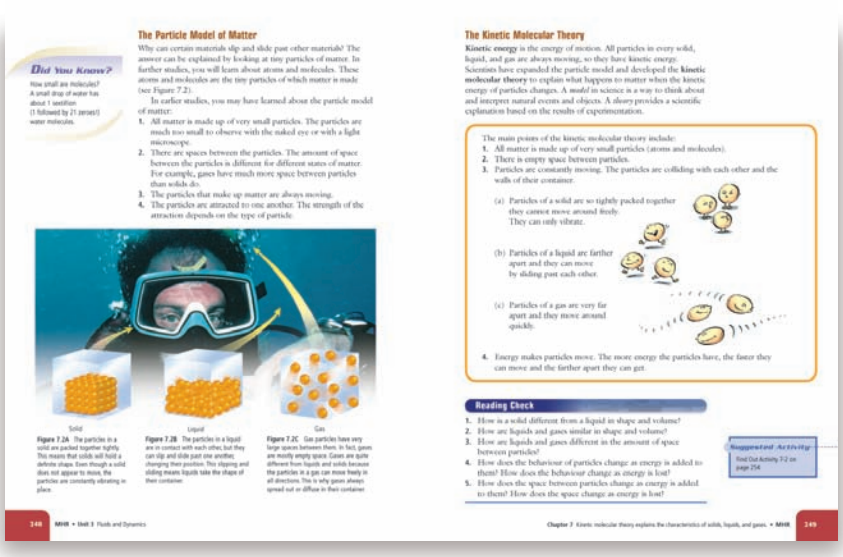
- This short, informal inquiry activity involves hands-on exploration, using simple materials and equipment.
- In these activities and in the investigations, you will use important science process skills, such as predicting, estimating, and hypothesizing.

Science Skill

- This box directs you to one of nine Science Skills sections at the back of the textbook. The Science Skills sections can help you with graphing, writing a hypothesis, using a microscope, and other skills.

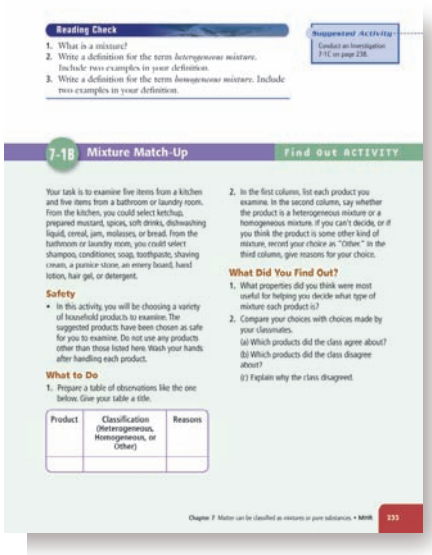
Think About It Activity

- These activities look similar to Find Out Activities in the book but you do them at your desk. They do not require any special equipment.
- For these activities, you think about a particular idea related to the concepts you are studying in the section.
- You work on your own, with a partner, or in a group, and share your thoughts with your group or class.



Section Text and Activities

- The text of each section is divided into "chunks" to help you understand the content. Each chunk has a title.
- Each picture has a caption that explains what the picture is about.
- Key Terms and other terms you need to know are boldfaced in the text. Each boldfaced term is defined in the text and in the **Glossary** at the back of the textbook.
- **Reading Checks** contain questions that help you test your understanding of what you have just read.
- Find Out and Think About activities may appear throughout the each section of a chapter as well as at the end of a section.

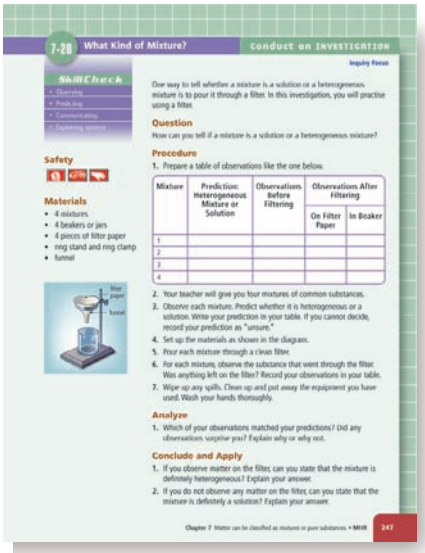


Suggested Activity

- These small margin features indicate where your teacher may have you do one of the activities from the end of the section.

Conduct an Investigation

- These formal labs give you the opportunity to develop science skills using various equipment and materials.
- In these investigations, you can ask questions about science, make observations, and obtain results.
- You then analyze your results to determine what they tell you about the topic you are investigating.
- Safety icons and safety warnings alert you to any special precautions you should take to help maintain a safe classroom environment.
- Each investigation has one of the following focusses: inquiry, decision-making, or problem-solving.
- At least once in every unit, you will see an activity or investigation that is identified as "Core", which means that is an especially important topic of investigation.


7-2B What Kind of Mixture? Conduct an Investigation

Skill Check

Safety

Materials

Question

Procedure

Analyze

Conclude and Apply

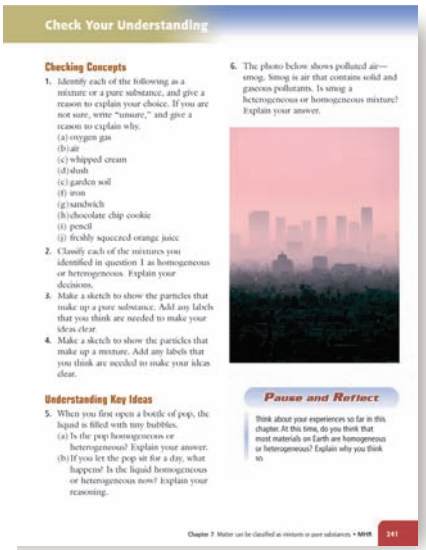
End-of-Section Features

- These features give you an opportunity to learn about applications or explorations of the topic you have studied in the section.
- The "www" in "**www science**" stands for "wild, weird, and wonderful." These features describe interesting and unusual science.
- **National Geographic Visualizing Science** features are exciting visual representations of a science topic.
- **Science Watch** features provide information on past and current scientific topics and research.
- **Science-Math Connect** features connect the science you learned in the section to math concepts.
- **Career Connect** features are interviews with people who have a career related to the unit.


Wild, Weird, Wonderful

www Science

What's the Metal in the Ice Man's Axe?


Check Your Understanding

Checking Concepts

Understanding Key Ideas

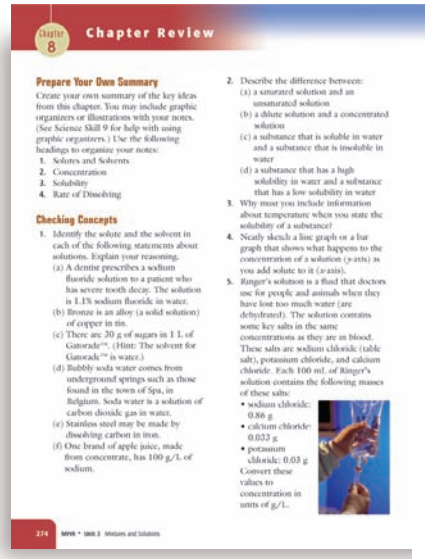
Pause and Reflect

Check Your Understanding

- These section review questions test your new knowledge.

Pause and Reflect

- These features help you stop and think about what you now know about the topics explained in the chapter. They also make connections among ideas throughout your book.


Chapter 8 Chapter Review

Prepare Your Own Summary

Create your own summary of the key ideas from this chapter. You may include graphic organizers or illustrations with your notes. (See Science Skill 9 for help with using graphic organizers.) Use the following headings to organize your notes:

1. Solutes and Solvents
2. Concentration
3. Solubility
4. Rate of Dissolving

Checking Concepts

1. Identify the solute and the solvent in each of the following statements about solutions. Explain your reasoning.
   (a) A dentist prescribes a sodium fluoride solution to a patient who has severe tooth decay. The solution is 1.1% sodium fluoride in water.
   (b) Bronze is an alloy (a solid solution) of copper in tin.
   (c) There are 20 g of sugars in 1 L of Gatorade™. (Hint: The solvent for Gatorade™ is water.)
   (d) Bubbly soda water comes from underground springs such as those found in the town of Spa, in Belgium. Soda water is a solution of carbon dioxide gas in water.
   (e) Stainless steel may be made by dissolving carbon in iron.
   (f) One brand of apple juice, made from concentrate, has 100 g/L of sodium.
2. Describe the difference between:
   (a) a saturated solution and an unsaturated solution
   (b) a dilute solution and a concentrated solution
   (c) a substance that is soluble in water and a substance that is insoluble in water
   (d) a substance that has a high solubility in water and a substance that has a low solubility in water
3. Why must you include information about temperature when you state the solubility of a substance?
4. Neatly sketch a line graph or a bar graph that shows what happens to the concentration of a solution (*y*-axis) as you add solute to it (*x*-axis).
5. Ringer's solution is a fluid that doctors use for people and animals when they have lost too much water (are dehydrated). The solution contains some key salts in the same concentrations as they are in blood. These salts are sodium chloride (table salt), potassium chloride, and calcium chloride. Each 100 mL of Ringer's solution contains the following masses of these salts:
   • sodium chloride: 0.86 g
   • calcium chloride: 0.033 g
   • potassium chloride: 0.03 g

   Convert these values to concentration in units of g/L.

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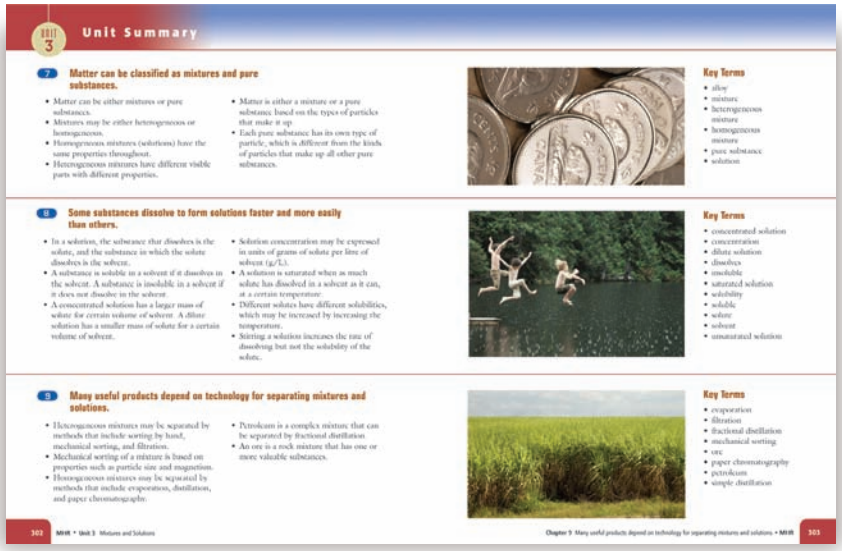
Chapter Review

- At the end of each chapter, these two pages can help you study for a chapter test.
- The guide under the heading "Prepare Your Own Summary" can help you summarize what you have learned in the chapter.
- The review questions help you recall, think about, and apply what you have learned.

Unit Summary

- This is a summary of the Key Ideas and Key Terms covered in the unit.
- The photographs next to the Key Terms are from the chapter openers to remind you of what you covered in that chapter.


Unit 3 Unit Summary

7 Matter can be classified as mixtures and pure substances.

- Matter can be either mixtures or pure substances.
- Mixtures may be either heterogeneous or homogeneous.
- Homogeneous mixtures (solutions) have the same properties throughout.
- Heterogeneous mixtures have different visible parts with different properties.
- Matter is either a mixture or a pure substance based on the types of particles that make it up.
- Each pure substance has its own type of particle, which is different from the kinds of particles that make up all other pure substances.

Key Terms
- alloy
- mixture
- heterogeneous mixture
- homogeneous mixture
- pure substance
- solution

8 Some substances dissolve to form solutions faster and more easily than others.

- In a solution, the substance that dissolves is the solute, and the substance in which the solute dissolves is the solvent.
- A substance is soluble in a solvent if it dissolves in the solvent. A substance is insoluble in a solvent if it does not dissolve in the solvent.
- A concentrated solution has a larger mass of solute for certain volume of solvent. A dilute solution has a smaller mass of solute for a certain volume of solvent.
- Solution concentration may be expressed in units of grams of solute per litre of solvent (g/L).
- A solution is saturated when as much solute has dissolved in a solvent as it can, at a certain temperature.
- Different solutes have different solubilities, which may be increased by increasing the temperature.
- Stirring a solution increases the rate of dissolving but not the solubility of the solute.

Key Terms
- concentrated solution
- concentration
- dilute solution
- dissolves
- insoluble
- saturated solution
- solubility
- soluble
- solute
- solvent
- unsaturated solution

9 Many useful products depend on technology for separating mixtures and solutions.

- Heterogeneous mixtures may be separated by methods that include sorting by hand, mechanical sorting, and filtration.
- Mechanical sorting of a mixture is based on properties such as particle size and magnetism.
- Homogeneous mixtures may be separated by methods that include evaporation, distillation, and paper chromatography.
- Petroleum is a complex mixture that can be separated by fractional distillation.
- An ore is a rock mixture that has one or more valuable substances.

Key Terms
- evaporation
- filtration
- fractional distillation
- mechanical sorting
- ore
- paper chromatography
- petroleum
- simple distillation

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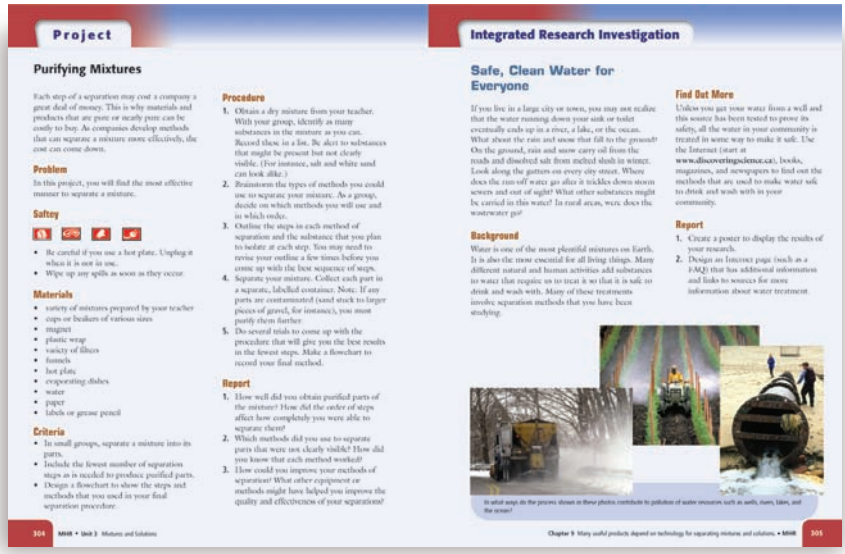
Chapter 9 Many useful products depend on technology for separating mixtures and solutions • MHR 303

End-of-Unit Project and Integrated Research Investigation

- Each **Project** lets you apply key concepts and skills from the unit. You complete the Project as part of a team.
- For the **Integrated Research Investigation**, you explore a unit-related topic. You have an opportunity to use current information that you have researched to do a report or presentation about that topic.


Project

Purifying Mixtures

Each step of a separation may cost a company a great deal of money. This is why materials and products that are pure or nearly pure can be costly to buy. As companies develop methods that can separate a mixture more efficiently, the cost can come down.

Problem

In this project, you will find the most effective manner to separate a mixture.

Safety

- Be careful if you use a hot plate. Unplug it when it is not in use.
- Wipe up any spills as soon as they occur.

Materials

- variety of mixtures prepared by your teacher
- cups or beakers of various sizes
- magnet
- plastic wrap
- variety of filters
- funnels
- hot plate
- evaporating dishes
- water
- paper
- labels or grease pencil

Criteria

- In small groups, separate a mixture into its parts.
- Include the fewest number of separation steps as is needed to produce purified parts.
- Design a flowchart to show the steps and methods that you used in your final separation procedure.

Procedure

1. Obtain a dry mixture from your teacher. With your group, identify as many substances in the mixture as you can. Record these in a list. Be alert to substances that might be present but not clearly visible. (For instance, salt and white sand can look alike.)
2. Brainstorm the types of methods you could use to separate your mixture. As a group, decide on which methods you will use and in which order.
3. Outline the steps in each method of separation and the substance that you plan to isolate at each step. You may need to revise your outline a few times before you come up with the best sequence of steps.
4. Separate your mixture. Collect each part in a separate, labelled container. Note: If any parts are contaminated (sand stuck to larger pieces of gravel, for instance), you must purify them further.
5. Do several trials to come up with the procedure that will give you the best results in the fewest steps. Make a flowchart to record your final method.

Report

1. How well did you obtain purified parts of the mixture? How did the order of steps affect how completely you were able to separate them?
2. Which methods did you use to separate parts that were not clearly visible? How did you know that each method worked?
3. How could you improve your methods of separation? What other equipment or methods might have helped you improve the quality and effectiveness of your separation?

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Integrated Research Investigation

Safe, Clean Water for Everyone

If you live in a large city or town, you may not realize that the water running down your sink or toilet eventually ends up in a river, a lake, or the ocean. What about the rain and snow that fall to the ground? On the ground, rain and snow carry oil from the roads and dissolved salt from melted slush in winter. Look along the gutters on every city street. Where does the run-off water go after it trickles down storm sewers and out of sight? What other substances might be carried in this water? In rural areas, were does the wastewater go?

Background

Water is one of the most plentiful mixtures on Earth. It is also the most essential for all living things. Many different natural and human activities add substances to water that require us to treat it so that it is safe to drink and wash with. Many of these treatments involve separation methods that you have been studying.

Find Out More

Unless you get your water from a well and this source has been tested to prove its safety, all the water in your community is treated in some way to make it safe. Use the Internet (start at www.discoveringscience.ca), books, magazines, and newspapers to find out the methods that are used to make water safe to drink and wash with in your community.

Report

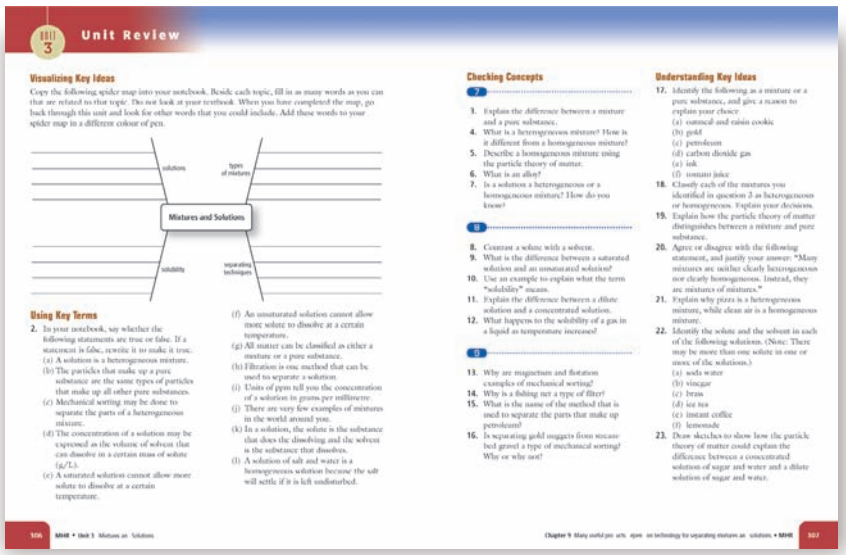
1. Create a poster to display the results of your research.
2. Design an Internet page (such as a FAQ) that has additional information and links to sources for more information about water treatment.

In what ways do the process shown in these photos contribute to pollution of water resources, such as wells, rivers, lakes, and the ocean?

Chapter 9 Many useful products depend on technology for separating mixtures and solutions • MHR 305

Unit Review

- At the end of each unit, these pages can help you study for a unit test.
- The review questions help you recall, think about, and apply what you have learned.



Other Features

Word Connect

- The Word Connect margin feature gives you additional information on scientific terms.

Explore More

- You can "Explore More" by following the suggestions in these features to investigate further a topic you have studied.

internet connect

- These features help you research more information about a topic.
- The ***Discovering Science 7*** web site links you to other web sites related to the topic you are researching.

- The safety icons are extremely important. They alert you to any safety precautions you should take, such as wearing safety glasses or a lab coat. Other safety icons used in ***Discovering Science 7*** are shown on page xxi.

At the Back of Your Textbook

Science Skills Guide

- At the back of ***Discovering Science 7***, you will find the Science Skills appendix. It will help you review and develop the skills and knowledge that you need to be successful in this course.

Glossary

- Each boldfaced term in your textbook is defined in the Glossary at the back of the book.
- The Glossary is organized alphabetically.

Index

- The Index at the back of the book helps you locate a particular topic in the book.
- The Index is organized alphabetically.

A Scavenger Hunt

Use your ***Discovering Science 7*** textbook to answer the following questions.

1. What is the web address for the textbook?
2. What four units will you study in ***Discovering Science 7***?
3. How many Key Ideas are there in ***Discovering Science 7***?
4. What is a Key Idea? How can the Key Ideas help you study?
5. Where can you find examples of the study tool called Foldables?
6. At the beginning of each section, there is a light brown shaded box containing text. What is the purpose of this shaded text?
7. Name four different margin features and describe what each one is about.
8. What is the purpose of the Reading Checks?
9. Activities have a green background. What are three different types of activities in this textbook?
10. What do the three w's stand for in "www science"?
11. If you needed information on how to make a graph, where would you look?
12. Where can you find the definitions for the bolded words in the text?
13. Before a unit test, what parts of the book could you use to review the concepts covered in the unit?
14. On a sheet of paper or in your notebook, sketch an outline of your classroom. Mark the location and types of safety equipment there. What pages in ***Discovering Science 7*** provide safety information?
15. Scan through ***Discovering Science 7*** to look for something you find interesting and did not know before you read it in this textbook.

Safety in Your Science Classroom

Become familiar with the following safety rules and procedures. It is up to you to use them and your teacher's instructions to make your activities and investigations in ***Discovering Science 7*** safe and enjoyable. Your teacher will give you specific information about any other special safety rules that need to be used in your school.

1. **Working with your teacher …**
   - Listen carefully to any instructions your teacher gives you.
   - Inform your teacher if you have any allergies, medical conditions, or other physical problems that could affect your work in the science classroom. Tell your teacher if you wear contact lenses or a hearing aid.
   - Obtain your teacher's approval before beginning any activity you have designed for yourself.
   - Know the location of the nearest fire exit, safety blanket, eyewash station, first-aid kit, and fire alarm.
   - Know the evacuation procedure for the science laboratory.

2. **Starting an activity or investigation …**
   - Before starting an activity or investigation, read all of it. If you do not understand how to do any step, ask your teacher for help.
   - Be sure you have checked the safety icons and have read and understood the safety precautions.
   - Begin an activity or investigation only after your teacher tells you to start.

3. **Wearing protective clothing …**
   - When you are directed to do so, wear protective clothing, such as a lab coat and safety glasses. Always wear protective clothing when you are using materials that could pose a safety problem, such as unidentified substances, or when you are heating anything.
   - Tie back long hair, and avoid wearing scarves, ties, or long necklaces.
   - Avoid wearing loose or baggy clothing in the science lab.
   - Shorts, short skirts, sandals, and open-toed shoes are not permitted in the science lab.

4. **Acting responsibly …**
   - Work carefully with a partner and make sure your work area is clear.
   - Handle equipment and materials carefully.
   - Make sure stools and chairs are resting securely on the floor.

- If other students are doing something that you consider dangerous, report it to your teacher.

5. **Handling edible substances …**
   - Do not chew gum, eat, or drink in your science classroom.
   - Do not taste any substances or draw any material into a tube with your mouth.
   - Treat all substances in the lab as potentially dangerous or poisonous.
   - This includes common household substances such as sugar and salt.

6. **Working in a science classroom …**
   - Make sure you understand all safety labels on school materials or those you bring from home. Familiarize yourself, as well, with the WHMIS symbols and the special safety symbols used in this book, found on page xxi.
   - When carrying equipment for an activity or investigation, hold it carefully. Carry only one object or container at a time.
   - Be aware of others during activities and investigations. Make room for students who may be carrying equipment to their work stations.

7. **Working with sharp objects …**
   - Always cut away from yourself and others when using a knife or razor blade.
   - Always keep the pointed end of scissors or any pointed object facing away from yourself and others if you have to walk with such objects.
   - If you notice sharp or jagged edges on any equipment, take special care with it and report it to your teacher.
   - Dispose of broken glass in the glass disposal container as directed by your teacher.

8. **Working with electrical equipment …**
   - Make sure your hands are dry when touching electrical cords, plugs, or sockets.
   - Pull the plug, not the cord, when unplugging electrical equipment.
   - Report damaged equipment or frayed cords to your teacher.
   - Place electrical cords where people will not trip over them.

9. **Working with heat …**
   - When heating an item, wear safety goggles and any other safety equipment that the text or your teacher advises.

- Always use heatproof containers.
- Point the open end of a container that is being heated away from yourself and others.
- Do not allow a container to boil dry.
- Handle hot objects carefully. Be especially careful with a hot plate that looks as though it has cooled down.
- If you use a Bunsen burner, make sure you understand fully how to light and use it safely.
- If you do receive a burn, inform you teacher, and apply cold water to the burned area immediately.

10. Working with various chemicals …

- If any part of your body comes in contact with a iquid substance, wash the area immediately and thoroughly with water. If you come in contact with dry or powdered chemicals, brush off as much of the substance as possible and then wash thoroughly with water.
- Always handle substances carefully. If you are asked to smell a substance, never smell it directly. Hold the container slightly in front of and beneath your nose, and waft the fumes toward your nostrils.
- Hold containers away from your face when pouring liquids.

11. Working with living things …

- Wash your hands after handling living organisms.

On a field trip:

- Try not to disturb the area any more than is absolutely necessary.
- If you move something, do it carefully, and always replace it carefully.
- If you are asked to remove plant material, remove it gently, and take as little as possible.

In the classroom:

- Treat living creatures with respect.
- Make sure that living creatures receive humane treatment while they are in your care.
- If possible, return living creatures to their natural environment when your work is complete.

12. Cleaning up in the science classroom …

- Clean up any spills, according to you teacher's instructions.
- Clean equipment before you put it away.
- Wash your hands thoroughly after doing an activity or an investigation.
- Dispose of materials as directed by your teacher. Never discard materials in the sink unless your teacher requests it.

Safety

Safety Symbols

The following safety symbols are used to alert you to possible dangers. Be sure you understand each symbol used in an activity or investigation before you begin.

	**Disposal Alert** This symbol appears when care must be taken to dispose of materials properly.
	**Thermal Safety** This symbol appears as a reminder to use caution when handling hot objects.
	**Sharp Object Safety** This symbol appears when a danger of cuts or punctures caused by the use of sharp objects exists.
	**Electrical Safety** This symbol appears when care should be taken when using electrical equipment.
	**Skin Protection Safety** This symbol appears when use of caustic chemicals might irritate the skin or when contact with micro-organisms might transmit infection.
	**Clothing Protection Safety** A lab coat must be worn when this symbol appears.
	**Fire Safety** This symbol appears when care should be taken around open flames.
	**Eye Safety** This symbol appears when a danger to the eyes exists. Safety goggles must be worn when this symbol appears.

Instant Practice—Safety Symbols

Find four of the safety symbols in activities or investigations in this textbook. Record the page number and the title of the investigation or activity in which you found the symbol. What are the possible dangers in the activity or investigation you have identified that relate to each symbol?

WHMIS Symbols

Look carefully at the WHMIS (Workplace Hazardous Materials Information System) safety symbols shown here. The WHMIS symbols are used throughout Canada to identify dangerous materials used in all workplaces, including schools.

Make certain you understand what these symbols mean. When you see these symbols on containers in your classroom, at home, or in a workplace, use safety precautions.

 Compressed Gas	 Flammable and Combustible Material
 Oxidizing Material	 Corrosive Material
 Poisonous and Infectious Material Causing Immediate and Serious Toxic Effects	 Poisonous and Infectious Material Causing Other Toxic Effects
 Biohazardous Infectious Material	 Dangerously Reactive Material

Instant Practice—WHMIS

Find any two WHMIS symbols on containers in your school, or ask a parent or guardian to look for WHMIS symbols in a workplace. Record the name of the substance on which the symbols are used, and where you or your parent or guardian saw the containers stored. What dangers are associated with the substance in each container?