

Textbook Alignment to the Utah Core – 6th Grade Science

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvondor.html.) Yes No

Name of Company and Individual Conducting Alignment: Julia Sheets

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **Grade 6 Science**

Title: *From Bacteria to Plants B* © 2008; *Astronomy J* © 2008; *Motion, Forces, and Energy M* © 2008; *Waves, Sound, and Light O* © 2008

ISBN#: B--0-07-861737-5; J--0-07-861761-8; M--0-07-861770-7; O--0-07-861776-6

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:
 _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will understand that the appearance of the moon changes in a predictable cycle as it orbits Earth and as Earth rotates on its axis.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%		
OBJECTIVES & INDICATORS		<i>Coverage in Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	<i>Coverage in Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Explain patterns of changes in the appearance of the moon as it orbits Earth.				
a.	Describe changes in the appearance of the moon during a month.	Student Edition: (J) 48-50, 66 #5 <i>Activity 55</i> Teacher Wraparound Edition: (J) IM 38F; SJ 47; TPK 46		
b.	Identify the pattern of change in the moon's appearance.	Student Edition: (J) 46-50, 66 #6 <i>Activity 55</i> Teacher Wraparound Edition: (J) IM 38F; RC 47; VL 48		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Use observable evidence to explain the movement of the moon around Earth in relationship to Earth turning on its axis and the position of the moon changing in the sky.	Student Edition: (J) 48-50, 54, 67 #14, #15 <i>Activity 55</i> <i>Applying Math 54</i> Teacher Wraparound Edition: (J) D 50; IM 38F; LD 50; R 54		
d.	Design an investigation, construct a chart, and collect data depicting the phases of the moon	Student Edition: (J) <i>Lab 55</i> <i>Science Online 49</i> Teacher Wraparound Edition: (J) A 55; IM 38F		
Objective 1.2: Demonstrate how the relative positions of Earth, the moon, and the sun create the appearance of the moon's phases.				
a.	a. Identify the difference between the motion of an object rotating on its axis and an object revolving in orbit.	Student Edition: (J) 41, 43 <i>Integrate Life Science 41</i> <i>Launch Lab 39</i> Teacher Wraparound Edition: (J) A 39		
b.	Compare how objects in the sky (the moon, planets, stars) change in relative position over the course of the day or night.	Student Edition: (J) 48-50, 105 <i>Lab 113</i> Teacher Wraparound Edition: (J) D 50; QD 77; TPK 70; UA 49		
c.	Model the movement and relative positions of Earth, the moon, and the sun.	Student Edition: (J) <i>Lab 55, 75</i> Teacher Wraparound Edition: (J) AC 50; LD 50; QD 44, 49; R 45, 54		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
STANDARD II: Students will understand how Earth's tilt on its axis changes the length of daylight and creates the seasons.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
Objective 2.1: Describe the relationship between the tilt of Earth's axis and its yearly orbit around the sun.			
a.	Describe the yearly revolution (orbit) of Earth around the sun.	Student Edition: (J) 43-45, 74 <i>Lab 75</i> <i>Science Online 43</i>	
b.	Explain that Earth's axis is tilted relative to its yearly orbit around the sun.	Student Edition: (J) 43-45 Teacher Wraparound Edition: (J) AC 43; D 44; FF 43; QD 44; TF 43	
c.	Investigate the relationship between the amount of heat absorbed and the angle to the light source.	Student Edition: (J) <i>Lab 60-61</i> Teacher Wraparound Edition: (J) A 61; AIL 60; QD 44	
Objective 2.2: Explain how the relationship between the tilt of Earth's axis and its yearly orbit around the sun produces the seasons.			
a.	Compare Earth's position in relationship to the sun during each season.	Student Edition: (J) 43-45, 65 #18 <i>Science Online 43</i> Teacher Wraparound Edition: (J) D 44; QD 44	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Compare the hours of daylight and illustrate the angle that the sun's rays strikes the surface of Earth during summer, fall, winter, and spring in the Northern Hemisphere.	Student Edition: (J) 44-45 Teacher Wraparound Edition: (J) QD 44; R 45; VL 43		
c.	Use collected data to compare patterns relating to seasonal daylight changes.	Student Edition: (J) <i>Lab</i> 60-61 <i>Science and History</i> 62 <i>Science Online</i> 45 Teacher Wraparound Edition: (J) CC 44		
d.	Use a drawing and/or model to explain that changes in the angle at which light from the sun strikes Earth, and the length of daylight, determine seasonal differences in the amount of energy received.	Student Edition: (J) 44-45 <i>Lab</i> 60-61 <i>Science Online</i> 45 Teacher Wraparound Edition: (J) QD 44; R 45		
e.	Use a model to explain why the seasons are reversed in the Northern and Southern Hemispheres.	Student Edition: (J) <i>Science Online</i> 45 Teacher Wraparound Edition: (J) R 45		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
STANDARD III: Students will understand the relationship and attributes of objects in the solar system.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
Objective 3.1: Describe and compare the components of the solar system.			
a.	Identify the planets in the solar system by name and relative location from the sun.	Student Edition: (J) 70-71, 76-81, 82-86, 88-89 <i>Integrate Language Arts</i> 86 <i>Lab</i> 94-95 Teacher Wraparound Edition: (J) DI 72; SCB 68E	
b.	Using references, compare the physical properties of the planets (e.g., size, solid or gaseous).	Student Edition: (J) 82-89 <i>Applying Math</i> 80 Teacher Wraparound Edition: A 74; AC 88; DI 72, 89; R 74	
c.	Use models and graphs that accurately depict scale to compare the size and distance between objects in the solar system.	Student Edition: (J) <i>Lab</i> 94-95 <i>MiniLab</i> 84 Teacher Wraparound Edition: (J) A 95; AC 77; CYD 95	
d.	Describe the characteristics of comets, asteroids, and meteors.	Student Edition: (J) 90-93 <i>Accidents in Science</i> 96 <i>Applying Math</i> 93 Teacher Wraparound Edition: (J) A 93; AC 91; CB 96; D 91; TPK 90	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
e.	Research and report on the use of manmade satellites orbiting Earth and various planets.	Student Edition: (J) Science Online 20, 25 (O) 79, 84-85 <i>Science Online</i> 84 Teacher Wraparound Edition: (J) D 17; DI 21, 77; MM 25		
Objective 3.2: Describe the use of technology to observe objects in the solar system and relate this to science's understanding of the solar system.				
a.	Describe the use of instruments to observe and explore the moon and planets.	Student Edition: (J) <i>Science Online</i> 27, 80 (M) <i>Science and Society</i> 118 (O) 114-115 <i>NGS Visualizing</i> 78 Teacher Wraparound Edition: (J) CB 6E; DI 9, 27, 86; IC 51; SJ 10, 11, 86, 91 (M) RES 118 (O) MM 115		
b.	Describe the role of computers in understanding the solar system (e.g., collecting and interpreting data from observations, predicting motion of objects, operating space probes).	Student Edition: (J) 5, 9, 12, 17 <i>NGS Visualizing</i> 19 Teacher Wraparound Edition: (J) AC 5; CB 3; DI 94; TF 11		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Relate science's understanding of the solar system to the technology used to investigate it.	Student Edition: (J) 8-13, 15-18, 20-22, 23-29, 51, 53, 76-81, 82-87 <i>NGS Visualizing</i> 19, 52 (O) 79 <i>NGS Visualizing</i> 78 Teacher Wraparound Edition: (J) AC 5; CB 3; DI 28 (O) AC 78		
d.	Find and report on ways technology has been and is being used to investigate the solar system.	Student Edition: (J) <i>Science Online</i> 20, 25, 27 (M) <i>Science and Society</i> 118 Teacher Wraparound Edition: (J) CC 16; CD 16; DI 10; SJ 11, 86 (M) RES 118		
Objective 3.3: Describe the forces that keep objects in orbit in the solar system.				
a.	Describe the forces holding Earth in orbit around the sun, and the moon in orbit around Earth.	Student Edition: (J) 15, 17, 71-72, 74 <i>NGS Visualizing</i> 73 (M) 43, 47 <i>Integrate History</i> 43 (O) 67 <i>Science Online</i> 67 Teacher Wraparound Edition: (J) VLAB 17		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Relate a celestial object's mass to its gravitational force on other objects.	Student Edition: (J) 71, 92 <i>Minilab</i> 79 (M) 43 Teacher Wraparound Edition: (J) DI 79		
c.	Identify the role gravity plays in the structure of the solar system.	Student Edition: (J) 71-72, 74, 92 <i>Integrate Physics</i> 72 <i>MiniLab</i> 79 <i>NGS Visualizing</i> 73 Teacher Wraparound Edition: (J) A79, NGS 73		
STANDARD IV: Students will understand the scale of size, distance between objects, movement, and apparent motion (due to Earth's rotation) of objects in the universe and how cultures have understood, related to and used these objects in the night sky.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
Objective 4.1: Compare the size and distance of objects within systems in the universe.				
a.	Use the speed of light as a measuring standard to describe the relative distances to objects in the universe (e.g., 4.4 light years to star Alpha Centauri; 0.00002 light years to the sun).	Student Edition: (J) 107, 121 <i>Applying Skills</i> 108 <i>MiniLab</i> 122 Teacher Wraparound Edition: (J) A 108, 122; CC 107		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Compare distances between objects in the solar system.	Student Edition: (J) 70-71 <i>Lab</i> 94-95 Teacher Wraparound Edition: (J) A 95; AC 88; CYD 95; DI 94		
c.	Compare the size of the Solar System to the size of the Milky Way galaxy.	Student Edition: (J) 120-121 <i>MiniLab</i> 122 Teacher Wraparound Edition: (J) VLAB 71		
d.	Compare the size of the Milky Way galaxy to the size of the known universe.	Student Edition: (J) 120-121 <i>MiniLab</i> 122 Teacher Wraparound Edition: (J) DI 123; NGS 124		
Objective 4.2: Describe the appearance and apparent motion of groups of stars in the night sky relative to Earth and how various cultures have understood and used them.				
a.	Locate and identify stars that are grouped in patterns in the night sky.	Student Edition: (J) 104-105 <i>MiniLab</i> 105 Teacher Wraparound Edition: (J) SJ 105; TP 104		
b.	Identify ways people have historically grouped stars in the night sky.	Student Edition: (J) 104 Teacher Wraparound Edition: (J) CB 62; CD 121; SJ 105		
c.	Recognize that stars in a constellation are not all the same distance from Earth.	Student Edition: (J) 104-108 <i>Applying Science</i> 106 Teacher Wraparound Edition: (J) CC 107; IM 105		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Relate the seasonal change in the appearance of the night sky to Earth's position.	Student Edition: (J) 104-105		
e.	Describe ways that familiar groups of stars may be used for navigation and calendars.	Student Edition: (J) 105 <i>Minilab</i> 105 Teacher Wraparound Edition: (J) CB 62		
STANDARD V: Students will understand that microorganisms range from simple to complex, are found almost everywhere, and are both helpful and harmful.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
Objective 5.1: Observe and summarize information about microorganisms.				
a.	Examine and illustrate size, shape, and structure of organisms found in an environment such as pond water.	Student Edition: (B) <i>Lab</i> 14, 43 <i>NGS Visualizing</i> 17 <i>Model and Invent</i> 52-53 Teacher Wraparound Edition: (B) A 14, 43; AC 33; MM 33		
b.	Compare characteristics common in observed organisms (e.g., color, movement, appendages, shape) and infer their function (e.g., green color found in organisms that are producers, appendages help movement).	Student Edition: (B) 9, 11, 32, 33-35, 37-39 <i>Lab</i> 14, 43, 140-141 <i>MiniLab</i> 47, 69, 75, 110, 127 Teacher Wraparound Edition: (B) DI 127; IM 37; LD 38; VL 34, 35		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Research and report on a microorganism's requirements (i.e., food, water, air, waste disposal, temperature of environment, reproduction).	Student Edition: (B) <i>Find Out About It</i> 24 <i>Integrate Earth Science</i> 12 <i>Minilab</i> 16 <i>Science Online</i> 11 Teacher Wraparound Edition: (B) A 42; CU 13; DI 12; US 11; VL 24		
Objective 5.2: Demonstrate the skills needed to plan and conduct an experiment to determine a microorganism's requirements in a specific environment.				
a.	Formulate a question about microorganisms that can be answered with a student experiment.	Student Edition: (B) <i>Applying Science</i> 20 <i>Design Your Own Lab</i> 22-23 <i>Lab</i> 14, 43 Teacher Wraparound Edition: (B) IL 20		
b.	Develop a hypothesis for a question about microorganisms based on observations and prior knowledge.	Student Edition: (B) <i>Applying Science</i> 20 <i>Design Your Own Lab</i> 22-23 (J) <i>The Nature of Science</i> 2-5 Teacher Wraparound Edition: (B) A 16		
c.	Plan and carry out an investigation on microorganisms. {Note: Teacher must examine plans and procedures to assure the safety of students; for additional information, you may wish to read microbe safety information on Utah Science Home Page.}	Student Edition: (B) <i>Applying Science</i> 20* <i>Design Your Own Lab</i> 22-23* Teacher Wraparound Edition: (B) A 16*; IL 20, 41* *Students can carry out investigations based on their hypotheses.		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Display results in an appropriate format (e.g., graphs, tables, diagrams).	Student Edition: (B) <i>Applying Science</i> 20* <i>Design Your Own Lab</i> 22-23* Teacher Wraparound Edition: (B) A 16*; IL 20, 41* *Students can carry out investigations based on their hypotheses and record relevant data.		
e.	Prepare a written summary or conclusion to describe the results in terms of the hypothesis for the investigation on microorganisms.	Student Edition: (B) <i>Applying Science</i> 20* <i>Design Your Own Lab</i> 22-23* Teacher Wraparound Edition: (B) A 16*; IL 20, 41* *Students can carry out investigations based on their hypotheses and report their conclusions.		
Objective 5.3: Identify positive and negative effects of microorganisms and how science has developed positive uses for some microorganisms and overcome the negative effects of others.				
a.	Describe in writing how microorganisms serve as decomposers in the environment.	Student Edition: (B) 16, 18, 42, 51* <i>Design Your Own Lab</i> 22-23 <i>Integrate Social Studies</i> 18 *Text discussion of decomposers can be used to spur writing assignments about microorganisms and decomposition. Teacher Wraparound Edition: (B) CYD 23		
b.	Identify how microorganisms are used as food or in the production of food (e.g., yeast helps bread rise, fungi flavor cheese, algae are used in ice cream, bacteria are used to make cheese and yogurt).	Student Edition: (B) 18, 36, 50 Teacher Wraparound Edition: (B) AC 24, 45; CD 16, 35; CU 21; TPK 15		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Identify helpful uses of microorganisms (e.g., clean up oil spills, purify water, digest food in digestive tract, antibiotics) and the role of science in the development of understanding that led to positive uses (i.e., Pasteur established the existence, growth, and control of bacteria; Fleming isolated and developed penicillin).	Student Edition: (B) 15, 16, 18, 20, 36, 39, 51 <i>Design Your Own Lab</i> 22-23 <i>Integrate Career</i> 50 <i>Integrate Social Studies</i> 18 <i>Science and Society</i> 54 Teacher Wraparound Edition: (B) AC 24, 50; TF 16		
d.	Relate several diseases caused by microorganisms to the organism causing the disease (e.g., athlete's foot -fungi, streptococcus throat -bacteria, giardia -protozoa).	Student Edition: (B) 19, 39, 40, 51 <i>Integrate Health</i> 39 <i>Science Online</i> 19 Teacher Wraparound Edition: (B) D 19; DI 19; IH 39; SJ 20; TF 19		
e.	Observe and report on microorganisms' harmful effects on food (e.g., causes fruits and vegetables to rot, destroys food bearing plants, makes milk sour).	Student Edition: (B) 42, 50* <i>Science and Society</i> 54 Teacher Wraparound Edition: (B) AC 54; D 54; QD 45 *Text discussion of microorganisms' harmful effects on food can be used to spur oral and written reports.		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓	
STANDARD VI: Students will understand properties and behavior of heat, light, and sound.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %			
Objective 6.1: Investigate the movement of heat between objects by conduction, convection, and radiation.				
a.	Compare materials that conduct heat to materials that insulate the transfer of heat energy.	Student Edition: (M) 165-167 <i>Applying Skills</i> 167 <i>Design Your Own Lab</i> 174-175 <i>Integrate Life Science</i> 166 <i>MiniLab</i> 164 Teacher Wraparound Edition: (M) A 157; MM 166; VLAB 166		
b.	Describe the movement of heat from warmer objects to cooler objects by conduction and convection.	Student Edition: (J) 8-9, 162-165 <i>Minilab</i> 165 Teacher Wraparound Edition: (J) A 167; AR 164; LD 166; TPK 169		
c.	Describe the movement of heat across space from the sun to Earth by radiation.	Student Edition: (J) 8-9 (M) 139, 143-144, 163 <i>MiniLab</i> 143 (O) 12, 66, 75 <i>Launch Lab</i> 65		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Observe and describe, with the use of models, heat energy being transferred through a fluid medium (liquid and/or gas) by convection currents.	Student Edition: (M) 164-165 <i>MiniLab</i> 165 Teacher Wraparound Edition: (M) LD 166, VL 165		
e.	Design and conduct an investigation on the movement of heat energy.	Student Edition: (J) <i>Lab</i> 60-61 (M) <i>Design Your Own Lab</i> 174-175 Teacher Wraparound Edition: (M) AC 128; MM 166		
Objective 6.2: Describe how light can be produced, reflected, refracted, and separated into visible light of various colors.				
a.	Compare light from various sources (e.g., intensity, direction, color).	Student Edition: (J) 8-9, 106-107 <i>Integrate Health</i> 9 (O) 116-117 <i>Science Online</i> 116 Teacher Wraparound Edition: (J) CB 102F; QD 106		
b.	Compare the reflection of light from various surfaces (e.g., loss of light, angle of reflection, reflected color).	Student Edition: (B) 126 (J) <i>Lab</i> 14 (O) 19, 97-98, 101-104, 106 <i>Applying Skills</i> 100 <i>Lab</i> 107 <i>NGS Visualizing</i> 105 Teacher Wraparound Edition: (B) VLAB 126 (O) AC 103; QD 104; VL 102		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Investigate and describe the refraction of light passing through various materials (e.g., prisms, water).	Student Edition: (B) 126 (O) 20-21, 98, 108-111 <i>Applying Skills</i> 25 <i>Lab</i> 80, 118-119 <i>Minilab</i> 20 Teacher Wraparound Edition: (B) LD 126 (J) DI 10; QD 10 (O) A 20; LD 110; VL 21		
d.	Predict and test the behavior of light interacting with various fluids (e.g., light transmission through fluids, refraction of light).	Student Edition: (O) 17, 20-21 <i>Launch Lab</i> 95 <i>MiniLab</i> 20 <i>Science Online</i> 17 Teacher Wraparound Edition: (O) CC 118		
e.	Predict and test the appearance of various materials when light of different colors is shone on the material.	Student Edition: (O) 98-99 Teacher Wraparound Edition: (O) CA 99; CU 100; QD 98; R 100		
Objective 6.3: Describe the production of sound in terms of vibration of objects that create vibrations in other materials.				
a.	Describe how sound is made from vibration and moves in all directions from the source in waves.	Student Edition: (O) 11, 36-38 <i>Applying Math</i> 45 <i>Launch Lab</i> 35 <i>MiniLab</i> 50 Teacher Wraparound Edition: (O) A 45; D 37; LD 38; QD 37; SJ 16		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.	Student Edition: (O) 16, 40, 52, 62 #2 <i>Design Your Own Lab 56-57</i> <i>MiniLab 50</i> Teacher Wraparound Edition: (O) CD 40; D 40; MM 51; SJ 16		
c.	Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.	Student Edition: (O) 13, 38-39 <i>MiniLab 11</i> Teacher Wraparound Edition: (O) AC 39; LD 38		
d.	Make a musical instrument and report on how it produces sound.	Student Edition: (O) <i>Design Your Own Lab 56-57</i> <i>Minilab 50</i> Teacher Wraparound Edition: (O) A 50, 55; AC 52; AIL 56; CYD 57; MM 51; R 55		