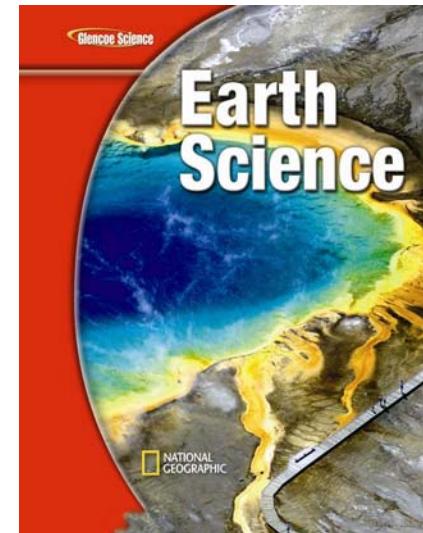


Introduction to
**Physical
Science**
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**Life
Science**
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**Earth
Science**
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STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
Grades 6-8			
Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.			
1. ask questions and state hypotheses that lead to different types of scientific investigations (for example: experimentation, collecting specimens, constructing models, researching scientific literature)	Student Edition: <i>Design Your Own Lab</i> 60, 124, 208, 300, 330, 424, 450, 480, 510, 540 <i>Lab</i> 31, 32-33, 92, 572 Teacher Wraparound Edition: As 61, 93, 444; IL 17	Student Edition: 7-10 <i>Design Your Own Lab</i> 28-29, 174-175, 292-293, 702-703 <i>Model and Invent</i> 472-473, 792-793 <i>Use the Internet</i> 446-447 <i>Science Skill Handbook</i> 805 Teacher Wraparound Edition: DI 9; TFYI 10	Student Edition: <i>MiniLAB</i> 11 <i>Design Your Own Lab</i> 52-53, 200-201, 228-229, 350-351, 444-445, 616-617 <i>Lab</i> 110-111 <i>Model and Invent Lab</i> 142-143, 172-173 Teacher Wraparound Edition: A 136, 221; AIL 680; IL 9; UP 3
2. use appropriate tools, technologies and metric measurements to gather and organize data and report results	Student Edition: <i>Design Your Own Lab</i> 60-61, 125, 208-209, 301, 330-331, 424-425, 451, 481, 511, 541, 572-573 <i>Lab</i> 32-33, 55, 115, 240-241, 329, 355, 362, 397, 411, 444, 604, 648 Teacher Wraparound Edition: AIL 92, 572; IL 77	Student Edition: 12 <i>Lab</i> 342-643, 730-731 <i>Design Your Own Lab</i> 28-29, 56-57, 292-293, 702-703 <i>Use the Internet Lab</i> 446-447 <i>Science Skill Handbook</i> 806-809, 810 <i>Technology Skill Handbook</i> 828-831 Teacher Wraparound Edition: QD 12	Student Edition: <i>Launch Lab</i> 5 <i>Lab</i> 24-25, 45, 67, 80-81, 110-111, 136, 221, 260-261, 531 <i>Design Your Own Lab</i> 52-53, 200-201, 228-229, 444-445, 532-533

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
3. interpret and evaluate data in order to formulate logical conclusions	<p>Student Edition: <i>Design Your Own Lab</i> 61, 125, 209, 301, 331, 425, 451, 481, 511, 541 <i>Lab</i> 31, 32-33, 86, 93, 115, 149, 207, 231, 241, 261, 271, 299, 329, 355, 363, 397, 411, 444, 534, 573, 605, 620, 648</p> <p>Teacher Wraparound Edition: AIL 32; As 93, 299; CU 30; IL 77</p>	<p>Student Edition: 9 <i>Lab</i> 318-319, 730-731 <i>Design Your Own Lab</i> 292-293, 418-419, 702-703 <i>Model and Invent Lab</i> 792-793 <i>Science Skill Handbook</i> 809-810</p>	<p>Student Edition: <i>Design Your Own Lab</i> 52-53, 200-201, 228-229, 444-445 <i>Lab</i> 67, 80-81, 110-111, 136, 195, 221, 260-261, 279, 320-321, 376 <i>Model and Invent Lab</i> 142-143</p>
4. demonstrate that scientific ideas are used to explain previous observations and to predict future events (for example: plate tectonics and future earthquake activity)	<p>Student Edition: <i>Lab</i> 362-363</p> <p>Teacher Wraparound Edition: As 363; IL 77</p>	<p>Student Edition: 780 <i>Lab</i> 787 <i>Science Online</i> 780</p> <p>Teacher Wraparound Edition: TFYI 780</p>	<p>Student Edition: 6-7, 272-275, 276-278, 280-289 <i>Lab</i> 279, 320-321 <i>Science Online</i> 282, 337 <i>Use the Internet Lab</i> 290-291</p> <p>Teacher Wraparound Edition: CD 332; DI 274, 304; SCB 270E-F; TBI 270; TFYI 18</p>

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
5. identify and evaluate alternative explanations and procedures	<p>Student Edition: <i>Communicating Your Data</i> 209 <i>Design Your Own Lab</i> 61, 125, 301, 425, 451, 511 <i>Lab</i> 31, 93, 411, 573</p> <p>Teacher Wraparound Edition: <i>As</i> 61, 231, 329, 541</p>	<p>The following references may be incorporated in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Design Your Own Lab</i> 28-29, 200-201, 702-703 <i>Model and Invent Lab</i> 230-231, 792-793</p>	<p>Student Edition: <i>Design Your Own Lab</i> 52-53, 228-229 <i>Lab</i> 80-81 <i>Communicating Your Data</i> 111, 201, 321, 376, 475, 585, 715 <i>Model and Invent Lab</i> 382-383</p> <p>Teacher Wraparound Edition: <i>A</i> 351, 531, 533; <i>EA</i> 261</p>
6. communicate results of their investigations in appropriate ways (for example: written reports, graphic displays, oral presentations)	<p>Student Edition: <i>Communicating Your Data</i> 31, 33, 55, 61, 93, 115, 125, 149, 209, 231, 241, 271, 299, 301, 355, 363, 397, 425, 451, 481, 511, 573, 605 <i>Design Your Own Lab</i> 451 <i>Lab</i> 444</p> <p>Teacher Wraparound Edition: <i>As</i> 149; <i>CYD</i> 31, 33, 55, 61, 86, 93, 115, 125, 149, 207, 209, 231, 241, 271, 299, 301, 355, 363, 397, 411, 425, 451, 481, 511, 541, 573, 605; <i>LD</i> 57</p>	<p>Student Edition: <i>Lab</i> 787 <i>Design Your Own Lab</i> 174-175, 292-293, 418-419, 702-703 <i>Model and Invent Lab</i> 446-447, 792-793 <i>Science Skill Handbook</i> 810 <i>Technology Skill Handbook</i> 830-831</p>	<p>Student Edition: <i>Communicating Your Data</i> 23, 25, 53, 67, 143, 229, 344, 351, 445, 503 <i>Lab</i> 80-81, 136, 260-261 <i>Use the Internet Lab</i> 290-291, 414-415</p>

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy. (<i>Focus: Physics and Chemistry</i>)			
1. physical properties of solids, liquids, gases and the plasma state and their changes can be explained using the particulate nature of matter model	Student Edition: 103-106, 134-136 <i>Chapter 4 Review</i> 129 #23 <i>Figure 2</i> 103 <i>Figure 3</i> 103 <i>Figure 4</i> 104 <i>Figure 6</i> 106 <i>National Geographic</i> 110, 176 <i>Section 1 Review</i> 106 #1, #2 Teacher Wraparound Edition: A 110; As 106; DI 137; IL 174; NG 110, 176; SJ 136; TPK 143; UA 104	Student Edition: 73, 720-721	Student Edition: 34-38, 46-51, 59 #27, 63-65 <i>Get Ready to Read</i> 34A-B <i>Science Online</i> 48 <i>Integrate Chemistry</i> 97 Teacher Wraparound Edition: A 67; DI 49; LD 48; SCB 32E-F; TFYI 47; VL 50
2. mixtures of substances can be separated based on their properties (<i>for example: solubilities, boiling points, magnetic properties, densities and specific heat</i>)	Student Edition: 90-91 <i>Applying Science</i> 89 <i>Chapter 3 Standardized Test Practice</i> 99 #19 <i>Figure 20</i> 89 <i>Integrate Life Science</i> 90 <i>Lab</i> 92-93 <i>Section 3 Review</i> 91 #2 Teacher Wraparound Edition: As 91, 93; DI 89; QD 90; R 91	See <i>Introduction to Physical Science</i> © 2008.	Student Edition: 43-44 <i>Applying Skills</i> 44 Teacher Wraparound Edition: MM 43; R 44; SCB 32E; TFYI 42

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
3. mass is conserved in a chemical or physical change	Student Edition: 194-195 <i>Figure 4</i> 194 <i>Mini Lab</i> 194 <i>Section 1 Review 79 #5, 199 #3</i> Teacher Wraparound Edition: DI 195; LD 75; MM 194; R 199; TFYI 74; VL 194	See <i>Introduction to Physical Science</i> © 2008.	Student Edition: 93 <i>Section Review 93</i>
4. mass and weight can be distinguished	Student Edition: 317-318, 327 Teacher Wraparound Edition: D 317; DI 317	Student Edition: 12 <i>Science Skill Handbook</i> 808 Teacher Wraparound Edition: IM 12	Teacher Wraparound Edition: SCB 236E
5. all matter is made up of atoms that are comprised of protons, neutrons and electrons and when a substance is made up of only one type of atom it is an element	Student Edition: 74-80, 83-85 <i>Lab</i> 180-181 <i>Section 1 Review 79 #2, #8</i> Teacher Wraparound Edition: A 76; DI 78, 83; IL 77; MM 78; R 79	Student Edition: 66-67 <i>Section Review 73 #6</i> Teacher Wraparound Edition: DIF 67	Student Edition: 34-38 <i>Section Review 38</i> <i>Science Stats</i> 54 Teacher Wraparound Edition: A 38; ACT 36; DIS 54; R 38; VL 36

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
6. when two or more elements are combined a compound is formed which is made up of molecules	Student Edition: 87-88, 170-174, 224 <i>Chapter 3 Study Guide</i> 95 <i>Figure 12</i> 171 <i>Figure 14</i> 172 <i>Figure 16</i> 173 <i>Figure 17</i> 174 <i>Figure 19</i> 88 <i>Lab</i> 179 <i>Mini Lab</i> 173 <i>Section 3 Review</i> 91 #4 Teacher Wraparound Edition: As 173, 179; D 89, 172; TFYI 88; TPK 87	Student Edition: 68	Student Edition: 39-44, 59 #14 <i>MiniLAB</i> 43 Teacher Wraparound Edition: DI 43; DIS 40; MM 43

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
7. quantities (for example: time, distance, mass, force) that characterize moving objects and their interactions within a system (for example, force, speed, velocity, potential energy, kinetic energy) can be described, measured and calculated	<p>Student Edition: 282-287, 317 <i>Applying Math</i> 284 <i>Chapter 10 Review</i> 305 #20, #23 <i>Chapter 10 Study Guide</i> 303 <i>Figure 3</i> 283 <i>Figure 4</i> 285 <i>Integrate Life Science</i> 311 <i>Launch Lab</i> 281, 309 <i>Lab</i> 326 <i>Mini Lab</i> 285, 314, 327, 381 <i>Science Online</i> 286 <i>Section 1 Review</i> 287 #2-#5 <i>Section 2 Review</i> 385 #1</p> <p>Teacher Wraparound Edition: A 283, 284, 286; As 281, 285, 287, 322; BI 280; CC 286; D 287, 317; DI 286, 317, 321; IL 286; ILS 311; IM 280F; QD 283; R 287; SCB 280E; SJ 280; TFYI 284; WQ 278</p>	<p>Student Edition: <i>Lab</i> 549, 603</p>	<p>Student Edition: <i>Applying Math</i> 655</p>

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
8. that there are different forms of energy and those forms of energy can be transferred and stored (for example: kinetic, potential) but total energy is conserved	Student Edition: 374-378, 379-381, 383-385 <i>Figure 8</i> 379 <i>Figure 9</i> 380 <i>Figure 10</i> 381 <i>Figure 12</i> 383 <i>Figure 14</i> 384 <i>Figure 18</i> 389 <i>Figure 19</i> 391 <i>Integrate Life Science</i> 381 <i>Lab</i> 386 <i>Mini Lab</i> 381,391 <i>Science Online</i> 380 <i>Section 1 Review</i> 378 <i>Section 2 Review</i> 385 Teacher Wraparound Edition: As 378, 381, 385; D 377; DI 377; IL 375; IM 372F, 383; LD 380; R 385; SJ 377; VL 381	Student Edition: 82, 726-727	Student Edition: 130-135 <i>Integrate Physics</i> 213 Teacher Wraparound Edition: QD 131; VL 134

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
9. electric circuits provide a means of transferring electrical energy when heat, light, sound, magnetic effects and chemical changes are produced	<p>Student Edition: 384-385, 389, 391-393, 592-593, 626 <i>Figure 10</i> 381 <i>Figure 14</i> 384 <i>Figure 18</i> 389 <i>Figure 20</i> 392 <i>Figure 22</i> 393 <i>Lab</i> 632-633</p> <p>Teacher Wraparound Edition: A 384; D 384; DI 392; LD 593, 626; SJ 627; TPK 387; VL 381</p>	See <i>Introduction to Physical Science</i> © 2008.	See <i>Introduction to Physical Science</i> © 2008.
10. white light is made up of different colors that correspond to different wavelengths	<p>Student Edition: 468, 528, 552-553 <i>Design Your Own Lab</i> 540-541 <i>Figure 4</i> 552 <i>Figure 8</i> 468 <i>Figure 13</i> 529 <i>Figure 14</i> 475 <i>Lab</i> 534</p> <p>Teacher Wraparound Edition: A 552; AIL 540; As 534, 541; TFYI 528, 553</p>	<p>Student Edition: 304</p> <p>Teacher Wraparound Edition: LD 304</p>	<p>Student Edition: 628-629</p> <p>Teacher Wraparound Edition: DI 629; IL 629</p>

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (Focus: <i>Biology-- Anatomy, Physiology, Botany, Zoology, Ecology</i>)			
1. classification schemes can be used to understand the structure of organisms	Student Edition: <i>Integrate Life Science</i> 361, 530	Student Edition: 22-23, 245, 334-335 <i>Lab 27</i> <i>Launch Lab 5</i> <i>National Geographic</i> 245 <i>Science Online</i> 23, 334 Teacher Wraparound Edition: AS 27; TBI 4	Student Edition: 410, 551-553, 567 #24 <i>Section Review</i> 556 Teacher Wraparound Edition: R 556
2. human body systems have specific functions and interaction (for example: <i>circulatory and respiratory, muscular and skeletal</i>)	Student Edition: <i>Integrate Health</i> 9 <i>National Geographic</i> 382 Teacher Wraparound Edition: A 382; NG 382	Student Edition: 484, 490-491, 497-498, 523, 525-529, 540-545, 568-572, 577-580, 595, 597-599, 622-623	See <i>Life Science</i> © 2008.
3. there is a differentiation among levels of organization (cells, tissues, and organs) and their roles within the whole organism	See <i>Life Science</i> © 2008.	Student Edition: 45, 252-255, 330 <i>Reading Check</i> 45 <i>Section Review</i> 45 #3 Teacher Wraparound Edition: RC 45	See <i>Life Science</i> © 2008.

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
4. multicellular organisms have a variety of ways to get food and other matter to their cells (<i>for example: digestion, transport of nutrients by circulatory system</i>)	See <i>Life Science</i> © 2008.	Student Edition: 222, 252-255, 338, 340, 366, 380, 401, 432, 439 <i>Integrate Health</i> 255 <i>Lab</i> 310 <i>MiniLab</i> 253 <i>Section Review</i> 383 #1 Teacher Wraparound Edition: FF 432	See <i>Life Science</i> © 2008.
5. photosynthesis and cellular respiration are basic processes of life (<i>for example, set up a terrarium or aquarium and make changes such as blocking out light</i>)	See <i>Life Science</i> © 2008.	Student Edition: 15, 42, 82-83, 305-309 <i>Lab</i> 86-87 Teacher Wraparound Edition: DI 307; QD 307; UAA 82, 307	Student Edition: 549, 569 #15 <i>Section Review</i> 556 Teacher Wraparound Edition: IM 550; TFYI 551
6. different types of cells have basic structures, components and functions (<i>for example: cell membrane, nucleus, cytoplasm, chloroplast, singlecelled organisms in pond water, Elodea, onion cell, human cheek cell</i>)	Student Edition: <i>National Geographic</i> 586 Teacher Wraparound Edition: NG 586	Student Edition: 38-44, 187, 241 <i>Lab</i> 46 Teacher Wraparound Edition: AS 46; DI 39; QD 39; VL 41	See <i>Life Science</i> © 2008.
7. there are noncommunicable conditions and communicable diseases (<i>for example: heart disease and chicken pox</i>)	Teacher Wraparound Edition: IL 586	Student Edition: 657-658, 661-663, 666-671 <i>Lab</i> 665 <i>Section Review</i> 664 #2, 671 #1 Teacher Wraparound Edition: TTPK 666	See <i>Life Science</i> © 2008.

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
8. there is a flow of energy and matter in an ecosystem (<i>for example: as modeled in a food chain, web, pyramid, decomposition</i>)	See <i>Life Science</i> © 2008.	Student Edition: 696-697, 726-729 Teacher Wraparound Edition: CFU 729; DIF 727, 728	Student Edition: 550-551 <i>Applying Skills</i> 556 Teacher Wraparound Edition: MM 550; VL 550
9. asexual and sexual cell reproduction/division can be differentiated	See <i>Life Science</i> © 2008.	Student Edition: 98-101, 105-107 <i>Section Review</i> 109 #5 Teacher Wraparound Edition: AS 109; TTPK 104	See <i>Life Science</i> © 2008.
10. chromosomes and genes play a role in heredity (<i>for example, genes control traits, while chromosomes are made up of many genes</i>)	See <i>Life Science</i> © 2008.	Student Edition: 98, 104-105, 112-113, 126, 130	Teacher Wraparound Edition: TFYI 469
11. changes in environmental conditions can affect the survival of individual organisms, populations, and entire species	Student Edition: 443 <i>Integrate Life Science</i> 443 <i>National Geographic</i> 234 <i>Time Science and Society</i> 452, 606 Teacher Wraparound Edition: A 234; D 606	Student Edition: 690-692 <i>Design Your Own Lab</i> 702-703 <i>National Geographic</i> 694 <i>Section Review</i> 695 #5 <i>Time: Science and Society</i> 232 Teacher Wraparound Edition: AC 232, 694	Student Edition: 331, 394-398, 406, 411 <i>Section Review</i> 399, 406 <i>Applying Math</i> 411 Teacher Wraparound Edition: A 413; CB 416; DIS 406, 416; SJ 404; TFYI 411; VL 397, 409

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
12. changes or constancy in groups of organisms over geologic time can be revealed through evidence	See <i>Earth Science</i> © 2008.	Student Edition: 167-169 <i>Integrate Earth Science</i> 167 <i>Section Review</i> 169 #2-#4 Teacher Wraparound Edition: TTPK 163	Student Edition: 397-398, 402-404, 408-413 <i>Accidents in Science</i> 384 <i>National Geographic</i> 403 <i>Science Online</i> 404 <i>Use the Internet Lab</i> 414-415 <i>Science Stats</i> 417 Teacher Wraparound Edition: AIL 414; DI 410; FF 365; IM 404; R 399; VL 397; WQ 358
13. individual organisms with certain traits are more likely than others to survive and have offspring	See <i>Earth Science</i> © 2008.	Student Edition: 156-157	Student Edition: 394-398, 488-491 <i>Launch Lab</i> 391 <i>Section Review</i> 399 <i>Lab</i> 407 Teacher Wraparound Edition: A 399; ACT 396; DIS 395, 396

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space. (<i>Focus: Geology, Meteorology, Astronomy, Oceanography</i>)			
1. inter-relationships exist between minerals, rocks, and soils	See <i>Earth Science</i> © 2008.	Student Edition: 714 <i>Lab</i> 719 <i>MiniLab</i> 714 Teacher Wraparound Edition: LD 714	Student Edition: 62-66, 90-93, 94-97, 99-102, 103-109, 117 #10, 188-194 <i>Launch Lab</i> 61, 89 <i>Lab</i> 110-111 <i>National Geographic</i> 189 Teacher Wraparound Edition: ACT 189; DI 96; R 93; SCB 88E-F
2. humans use renewable and nonrenewable resources (<i>for example: forests and fossil fuels</i>)	Student Edition: 388-395 <i>Communicate Your Data</i> 397 <i>Integrate Earth Science</i> 388 <i>Lab</i> 396-397 <i>Science Online</i> 390 Teacher Wraparound Edition: AIL 396; As 397; CYD 397; D 392, 393, 394; DI 392; R 395	Student Edition: 770-776 <i>Integrate Social Studies</i> 773 <i>Model and Invent Lab</i> 792-793 <i>National Geographic</i> 777 <i>Section Review</i> 776 #2 Teacher Wraparound Edition: AC 771; DIF 775; TTPK 770	Student Edition: 73-79, 120-129, 130-135, 137-141, 574-577, 578-584, 600-607 <i>Get Ready to Read</i> 120A-B <i>Science Online</i> 133 <i>MiniLAB</i> 579 Teacher Wraparound Edition: CD 580; IM 60F; R 577; SCB 118E-F; TPK 120

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
3. natural processes shape the Earth's surface (for example: landslides, weathering, erosion, mountain building, volcanic activity)	See <i>Earth Science</i> © 2008.	Student Edition: 163-164, 740-741 Teacher Wraparound Edition: SJ 164	Student Edition: 182-187, 210-214, 215-220, 222-227, 238-248, 330-335, 336-343 <i>Design Your Own Lab</i> 200-201 <i>MiniLAB</i> 211 <i>Lab</i> 221 <i>Launch Lab</i> 237 <i>Science Stats</i> 322 Teacher Wraparound Edition: IM 208F; R 187; TFYI 183
4. major geological events such as earthquakes, volcanic eruptions, and mountain building are associated with plate boundaries and attributed to plate motions	See <i>Earth Science</i> © 2008.	See <i>Earth Science</i> © 2008.	Student Edition: 280-289, 300-303, 332-335 <i>Get Ready to Read</i> 272A-B <i>Science Online</i> 282 <i>National Geographic</i> 283 <i>Use the Internet Lab</i> 290-291 Teacher Wraparound Edition: A 289; ACT 283; CC 287; DI 288; LD 282; SCB 270E-F; TPK 280; V 283

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
5. fossils are formed and used as evidence to indicate that life has changed through time	See <i>Earth Science</i> © 2008.	Student Edition: 163-165, 167, 241, 435 <i>Science Online</i> 165 <i>Section Review</i> 169 #2 Teacher Wraparound Edition: DIF 241; RT 169; VL 241	Student Edition: 362-369, 389 #23 <i>Launch Lab</i> 361 <i>MiniLAB</i> 363 <i>Applying Skills</i> 369 <i>Model and Invent Lab</i> 382-383 Teacher Wraparound Edition: A 383; CC 365; DI 363; MM 367; QD 366; R 369; SCB 360E; SJ 367; UAA 365
6. successive layers of sedimentary rock and the fossils contained within them can be used to confirm age, geologic time, history, and changing life forms of the Earth; this evidence is affected by the folding, breaking and uplifting of layers	See <i>Earth Science</i> © 2008.	Student Edition: 163-165 <i>National Geographic</i> 166 Teacher Wraparound Edition: DIF 165; MAM 165; SJ 164	Student Edition: 272-274, 368-369, 370-375 <i>MiniLAB</i> 274 <i>Science Online</i> 371 <i>Lab</i> 376 Teacher Wraparound Edition: ACT 373; DI 274, 368, 371; IM 360F; QD 371; TBI 360; TFYI 274; V 373

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
7. the atmosphere has basic composition, properties, and structure (for example: the range and distribution of temperature and pressure in the troposphere and stratosphere)	See <i>Earth Science</i> © 2008.	Student Edition: 713, 716, 781 <i>Applying Math</i> 716	Student Edition: 426-433, 450 #1-3 <i>Get Ready to Read</i> 426A-B <i>Science Online</i> 428 <i>Applying Science</i> 430 <i>Applying Skills</i> 433 Teacher Wraparound Edition: CFU 433; FF 428; IM 428; R 433; SCB 424E; TFYI 429, 431; TPK 426; V 427
8. atmospheric circulation is driven by solar heating (for example: the transfer of energy by radiation, convection, conduction)	Student Edition: 440 Teacher Wraparound Edition: AR 440	Student Edition: 717 Teacher Wraparound Edition: DIF 717	Student Edition: 435-438, 439-443, 451 #23 <i>MiniLAB</i> 437 <i>Design Your Own Lab</i> 444-445 Teacher Wraparound Edition: CFU 438; DI 436; DIS 436; SCB 452F; UAA 436
9. there are quantitative changes in weather conditions over time and space (for example: humidity, temperature, air pressure, cloud cover, wind, precipitation)	See <i>Earth Science</i> © 2008.	Student Edition: 715-718 <i>Launch Lab</i> 711 <i>Science Stats</i> 732 <i>Section Review</i> 718 #4 Teacher Wraparound Edition: AS 711; DI 732; DIF 715	Student Edition: 454-461, 470-472 <i>MiniLAB</i> 456, 471 <i>Applying Math</i> 457, 461 <i>Science Online</i> 463 <i>Model and Invent Lab</i> 474-475 Teacher Wraparound Edition: DI 442, 457, 460, 463; IL 464; LD 456; SCB 452E

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
10. there are large-scale and local weather systems (for example: fronts, air masses, storms)	See <i>Earth Science</i> © 2008.	Student Edition: 717-718 Teacher Wraparound Edition: QD 717	Student Edition: 439-443, 462-469 <i>Science Online</i> 463 <i>Applying Skills</i> 469 <i>Lab</i> 473 Teacher Wraparound Edition: A 469, 472, 473; ACT 467, 468; CC 464; DI 442, 464; R 469; SCB 452F
11. the world's water is distributed and circulated through oceans, glaciers, rivers, groundwater, and atmosphere	See <i>Earth Science</i> © 2008.	Student Edition: 720-721, 753-754, 756-757 Teacher Wraparound Edition: TTPK 721	Student Edition: 215-220, 238-248, 249-254, 427, 437, 514-515 <i>Science Online</i> 242 <i>Applying Math</i> 251 Teacher Wraparound Edition: A 437; CC 605; DI 243; SCB 236E-F; TFYI 219, 251; VL 242

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
12. the ocean has a certain composition and physical characteristics (<i>for example: currents, waves, features of the ocean floor, salinity, and tides</i>)	See <i>Earth Science</i> © 2008.	Student Edition: 756-757 Teacher Wraparound Edition: QD 756	Student Edition: 518-523, 524-530 <i>Launch Lab</i> 513 <i>Get Ready to Read</i> 514A-B <i>Science Online</i> 519, 527 <i>MiniLAB</i> 521, 525 <i>Lab</i> 531 Teacher Wraparound Edition: CFU 530; LD 522; MM 516; SCB 512E-F; TPK 514; V 526
13. there are characteristics (components, composition, size) and scientific theories of origin of the solar system	See <i>Earth Science</i> © 2008.	Student Edition: 21	Student Edition: 690-694, 698-701, 702-709 <i>Get Ready to Read</i> 690A-B <i>Science Online</i> 691 <i>National Geographic</i> 693 <i>MiniLAB</i> 704 Teacher Wraparound Edition: ACT 708; CFU 694, 707; DI 692; R 694; SCB 688E; SJ 692; TFYI 691

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
14. relative motion, axes tilt and positions of the Sun, Earth, and Moon have observable effects (<i>for example: seasons, eclipses, moon phases</i>)	See <i>Earth Science</i> © 2008.	Student Edition: 715	Student Edition: 660-665, 666-670 <i>Launch Lab</i> 659 <i>Get Ready to Read</i> 660A-B <i>Science Online</i> 665, 669 <i>Lab</i> 675 Teacher Wraparound Edition: ACT 670; IM 658F; LD 670; QD 664, 669; R 665; UAA 669; VL 668
15. the universe consists of many billions of galaxies (each containing many billions of stars) and that vast distances separate these galaxies and stars from one another and from the Earth	Student Edition: 524 <i>Figure 6</i> 524	See <i>Earth Science</i> © 2008.	Student Edition: 724-728, 740-741, 753 #14-16 <i>MiniLAB</i> 742 Teacher Wraparound Edition: DI 693; SCB 722F; TBI 722; TFYI 741
16. technology is needed to explore space (<i>for example: telescopes, spectroscopes, spacecraft, life support systems</i>)	Student Edition: 568-569 <i>Integrate Astronomy</i> 496, 533 <i>Integrate History</i> 569 <i>National Geographic</i> 532 Teacher Wraparound Edition: A 532; D 569; NG 532	Student Edition: <i>Integrate Astronomy</i> 606	Student Edition: 628-633, 635-642, 643-649, 676-679 <i>Get Ready to Read</i> 628A-B <i>National Geographic</i> 639 <i>Science Online</i> 640, 645, 647 Teacher Wraparound Edition: DI 639; R 633, 642; SCB 626E-F; SJ 631; TBI 626

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
Standard 5: Students understand that the nature of science involves a particular way of building knowledge and making			
1. a controlled experiment must have comparable results when repeated	Student Edition: 18, 29 Teacher Wraparound Edition: D 29; QD 18	Student Edition: 8 <i>Science Online</i> 8 <i>Science Skill Handbook</i> 806	Student Edition: 11, 29 #27, 31 #13-14 <i>MiniLAB</i> 11 <i>Section Review</i> 14 <i>Design Your Own Lab</i> 52-53 Teacher Wraparound Edition: SCB 4E
2. scientific knowledge changes as new knowledge is acquired and previous ideas are modified (<i>for example: through space exploration</i>)	Student Edition: 26, 73-79, 250, 524, 629-631, 645-647 <i>Figure 18</i> 533 <i>Figure 23</i> 26 <i>Integrate Health</i> 630 <i>Integrate History</i> 73 <i>National Geographic</i> 24, 532, 586 Teacher Wraparound Edition: CC 73; CD 629; D 630; DI 350; IL 526; NG 532, 586; SCB 518E, 612E, 640E-640F; TFYI 82, 645; VL 25	Student Edition: 10-11, 19, 21, 154-157, 657-658 <i>National Geographic</i> 20 <i>Science Skill Handbook</i> 810 <i>Section Review</i> 161 #1 Teacher Wraparound Edition: IM 10; VL 20	Student Edition: 15-19, 36, 272-275, 276-278, 280-289, 381, 673, 676-679, 690-694, 742-745 <i>Science Online</i> 273 <i>Accidents in Science</i> 564 Teacher Wraparound Edition: DI 277, 384; TBI 270

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
3. contributions to the advancement of science have been made by people in different cultures and at different times in history	<p>Student Edition: 76-77, 312-313 <i>National Geographic</i> 82 <i>Oops! Accidents in Science</i> 126 <i>Science Online</i> 313 <i>Time Science and History</i> 34, 94, 542 <i>Time Science and Society</i> 272</p> <p>Teacher Wraparound Edition: CB 34, 94, 126, 272; CC 530; D 34, 94, 542; HS 34, 94, 542; I 272; NG 82; R 34, 94; SCB 640F; TFYI 82, 312; VL 77</p>	<p>Student Edition: 19, 21, 22-23, 51, 110-111, 127, 155-157, 657-658 <i>Integrate History</i> 658 <i>National Geographic</i> 20 <i>Oops! Accidents in Science</i> 118, 264 <i>Time: Science in History</i> 560, 586</p> <p>Teacher Wraparound Edition: CC 9; TFYI 9</p>	<p>Student Edition: 36, 93, 272-275, 381, 395-396, 694 <i>Science and History</i> 82, 618</p> <p>Teacher Wraparound Edition: CB 82; CC 520; CD 580, 661; SJ 281, 380; UP 3</p>
4. models can be used to predict change (for example: computer simulation, video sequence, stream table)	<p>Student Edition: 22-23, 25 <i>National Geographic</i> 24 <i>Section 3 Review</i> 26 #1, #3</p> <p>Teacher Wraparound Edition: DI 24; NG 24; R 26</p>	<p>Student Edition: <i>Lab</i> 80, 133, 787 <i>Design Your Own Lab</i> 418-419 <i>MiniLab</i> 159, 772</p>	<p>Student Edition: <i>Design Your Own Lab</i> 200-201, 228-229, 350-351, 444-445 <i>Launch Lab</i> 209, 237 <i>MiniLAB</i> 211, 334 <i>Lab</i> 221, 260-261, 585, 590-591</p> <p>Teacher Wraparound Edition: ACT 241; CFU 93; QD 302</p>

STANDARDS	PAGE REFERENCES		
	<i>Introduction to Physical Science</i>	<i>Life Science</i>	<i>Earth Science</i>
5. there are interrelationships among science, technology and human activity that affect the world	<p>Student Edition: 388-395, 443, 530-531, 645-647 <i>Applying Science</i> 390 <i>Brainstorm</i> 542 <i>Integrate Earth Science</i> 388 <i>Lab</i> 396-397 <i>Oops! Accidents in Science</i> 126 <i>Section 3 Review</i> 395 #4 <i>Time Science and History</i> 152 <i>Time Science and Society</i> 272</p> <p>Teacher Wraparound Edition: AE 126; AIL 396; B 542; CB 152, 272; D 152, 391-393; DI 389; R 126; SCB 640E-640F; SJ 393</p>	<p>Student Edition: 141-143, 770-776, 778-786 <i>Integrate Environment</i> 142 <i>Integrate Social Studies</i> 773 <i>Lab</i> 787 <i>Science Online</i> 780 <i>Time: Science and Society</i> 294, 532, 762</p> <p>Teacher Wraparound Edition: CDIV 142; DI 779</p>	<p>Student Edition: 12-14, 130-135, 170, 179 #23, 517, 649 <i>Model and Invent Lab</i> 142-143 <i>Science and Society</i> 262, 472, 652 <i>National Geographic</i> 588</p> <p>Teacher Wraparound Edition: ACT 133; DI 134, 588; SJ 12</p>