

**Life's
Structure
and Function (A)**

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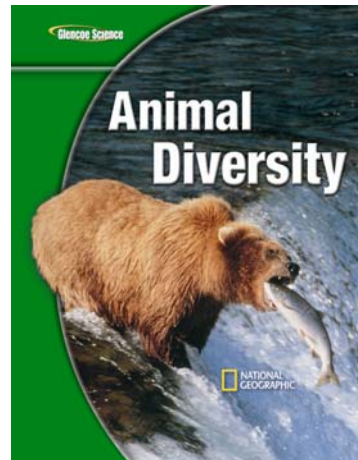


Astronomy (J)

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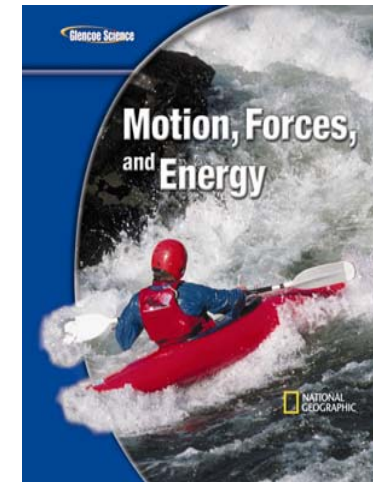
**Animal
Diversity (C)**

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**Motion, Forces,
and Energy (M)**

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STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
Grade 5			
SCIENCE PROCESSES			
Inquiry Process			
<i>K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</i>			
S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.			
S.IP.05.11 Generate scientific questions based on observations, investigations, and research.	Student Edition: (A) 189-190 <i>Applying Science</i> 13, 109, 159 <i>Design Your Own Lab</i> 30-31 <i>Lab</i> 82 <i>Mini Lab</i> 11 (C) <i>Applying Science</i> 117, 147 Teacher Wraparound Edition: (A) D 11; LD 10; QD 10	Student Edition: (J) <i>The Nature of Science</i> 2-5 <i>Applying Skills</i> 87 Teacher Wraparound Edition: (J) AIL 60; R 87	Student Edition: (M) <i>Design Your Own Lab</i> 26-27, 56-57, 116-117 <i>Lab</i> 25, 88-89, 148-149 Teacher Wraparound Edition: (M) AIL 26, As 89; CYD 57

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
S.IP.05.12 Design and conduct scientific investigations.	<p>Student Edition:</p> <p>(A) <i>Design Your Own Lab</i> 30-31, 58-59, 146-147, 176-177</p> <p>(C) <i>Design Your Own Lab</i> 28-29, 96-97</p> <p>Teacher Wraparound Edition:</p> <p>(A) AIL 31, 58, 146, 177</p>	<p>Student Edition:</p> <p>(J) <i>Use the Internet Lab</i> 30-31 <i>Lab</i> 55, 60-61, 113 <i>Design Your Own Lab</i> 126-127</p>	<p>Student Edition:</p> <p>(M) <i>Design Your Own Lab</i> 26-27, 56-57, 116-117, 174-175</p> <p>Teacher Wraparound Edition:</p> <p>(M) AIL 116</p>
S.IP.05.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens) appropriate to scientific investigations.	<p>Student Edition:</p> <p>(A) 14-15, 201-202 <i>Lab</i> 48, 82, 89-90, 105 <i>Use the Internet Lab</i> 118-119</p> <p>(C) <i>Design Your Own Lab</i> 28-29</p> <p>Teacher Wraparound Edition:</p> <p>(A) 222</p>	<p>Student Edition:</p> <p>(J) <i>Lab</i> 14, 60-61, 113 <i>Use the Internet Lab</i> 30-31 <i>MiniLAB</i> 42</p>	<p>Student Edition:</p> <p>(M) <i>Design Your Own Lab</i> 56-57, 116-117, 174-175 <i>Lab</i> 55, 81, 103, 168 <i>Mini Lab</i> 53, 143</p> <p>Teacher Wraparound Edition:</p> <p>(M) AIL 116; As 53, 55</p>

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
S.IP.05.14 Use metric measurement devices in an investigation.	<p>Student Edition: (A) 14, 215 <i>Design Your Own Lab</i> 30-31, 176-177 Lab 88 (C) <i>Design Your Own Lab</i> 96-97 <i>Model and Invent Lab</i> 150-151</p> <p>Teacher Wraparound Edition: (A) TFYI 14</p>	<p>Student Edition: (J) <i>Lab</i> 60-61, 75 <i>MiniLAB</i> 47, 79 <i>Model and Invent Lab</i> 94-95</p>	<p>Student Edition: (M) <i>Design Your Own Lab</i> 56-57, 116-117, 174-175 <i>Lab</i> 55, 81, 103, 168</p>
S.IP.05.15 Construct charts and graphs from data and observations.	<p>Student Edition: (A) 186-187 <i>Applying Math</i> 40 <i>Communicating Your Data</i> 119 <i>Design Your Own Lab</i> 30-31, 176-177 Lab 29 <i>Use the Internet Lab</i> 118-119 (C) <i>Design Your Own Lab</i> 96-97</p> <p>Teacher Wraparound Edition: (C) CYD 97</p>	<p>Student Edition: (J) <i>Use the Internet Lab</i> 30-31 <i>Lab</i> 55, 60-61</p>	<p>Student Edition: (M) <i>Communicating Your Data</i> 25 <i>Design Your Own Lab</i> 174-175 Lab 168 <i>Mini Lab</i> 143</p> <p>Teacher Wraparound Edition: (M) As 143; CYD 25, 175</p>

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
S.IP.05.16 Identify patterns in data.	<p>Student Edition:</p> <p>(A) 186-187 <i>Applying Math</i> 40 <i>Communicating Your Data</i> 119 <i>Design Your Own Lab</i> 30-31, 176-177 <i>Lab</i> 29 <i>Use the Internet Lab</i> 118-119</p> <p>(C) <i>Design Your Own Lab</i> 96-97 <i>Applying Science</i> 117</p> <p>Teacher Wraparound Edition:</p> <p>(C) <i>CYD</i> 97</p>	<p>Student Edition:</p> <p>(J) <i>Lab</i> 55, 60-61, 113 <i>MiniLAB</i> 105</p> <p>Teacher Wraparound Edition:</p> <p>(J) <i>CFU</i> 112</p>	<p>Student Edition:</p> <p>(M) <i>Design Your Own Lab</i> 174-175</p>

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
Inquiry Analysis and Communication			
<i>K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.</i>			
S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.			
S.IA.05.11 Analyze information from data tables and graphs to answer scientific questions.	Student Edition: (A) 186-187 <i>Applying Math</i> 40 <i>Communicating Your Data</i> 119 <i>Design Your Own Lab</i> 30-31, 176-177 <i>Lab</i> 29 <i>Use the Internet Lab</i> 118-119 (C) <i>Design Your Own Lab</i> 96-97 <i>Applying Science</i> 117	Student Edition: (J) <i>Use the Internet Lab</i> 30-31 <i>Lab</i> 55, 60-61	Student Edition: (M) <i>Communicating Your Data</i> 175 <i>Design Your Own Lab</i> 174-175 <i>Lab</i> 168 <i>Launch Lab</i> 35 <i>Mini Lab</i> 143 Teacher Wraparound Edition: (M) As 168; CYD 175
S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.	Student Edition: (A) 11-13, 186, 193-194 Teacher Wraparound Edition: (A) CYD 82; EA 31, 147, 177 (C) EA 97	Student Edition: (J) <i>Use the Internet Lab</i> 30-31 <i>Science and Society</i> 32	Student Edition: (M) 5

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
S.IA.05.13 Communicate and defend findings of observations and investigations using evidence.	<p>Student Edition: (A) <i>Science Online</i> 32 <i>Science and Society</i> 32</p> <p>Teacher Wraparound Edition: (A) D 32; EA 31, 177; II 32; RR 32</p>	<p>Student Edition: (J) <i>Communicating Your Data</i> 14, 127</p>	<p>Student Edition: (M) <i>Design Your Own Lab</i> 26-27, 56-57, 174-175</p>
S.IA.05.14 Draw conclusions from sets of data from multiple trials of a scientific investigation.	<p>Student Edition: (A) 10-12, 193-194 <i>Lab</i> 135 <i>Mini Lab</i> 11</p> <p>(C) <i>Communicating Your Data</i> 125 <i>Design Your Own Lab</i> 96-97 <i>Use the Internet Lab</i> 124-125</p> <p>Teacher Wraparound Edition: (A) LD 10 (C) CYD 125; EA 97</p>	<p>Student Edition: (J) <i>Use the Internet Lab</i> 30-31 <i>Lab</i> 60-61, 75 <i>Launch Lab</i> 103</p>	<p>Student Edition: (M) <i>Communicating Your Data</i> 168 <i>Lab</i> 25, 26-27, 168</p>

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
S.IA.05.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.	Student Edition: (A) <i>Communicating Your Data</i> 119 <i>Science Online</i> 32 <i>Science and Society</i> 32 <i>Use the Internet</i> 118-119 (C) <i>Use the Internet Lab</i> 125 Teacher Wraparound Edition: (A) CYD 119; II 32; RR 32 (C) CYD 125	Student Edition: (J) <i>Use the Internet Lab</i> 30-31 Teacher Wraparound Edition: (J) ACT 32	Student Edition: (M) <i>Lab</i> 148-149 Teacher Wraparound Edition: (M) AIL 148; As 149
Reflection and Social Implications			
<i>K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.</i>			
S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.			
S.RS.05.11 Evaluate the strengths and weaknesses of claims, claims, arguments, and data.	Student Edition: (A) 11-13, 186, 193-194 Teacher Wraparound Edition: (A) CYD 82; EA 31, 147, 177 (C) EA 97	Student Edition: (J) <i>Use the Internet Lab</i> 30-31 <i>Science and Society</i> 32	Student Edition: (M) 5

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
S.RS.05.12 Describe limitations in personal and scientific knowledge.	Student Edition: (A) 11-13, 194 Teacher Wraparound Edition: (A) D 60	Student Edition: (J) <i>The Nature of Science</i> 2-5	See the Life and Earth Science books to meet this standard.
S.RS.05.13 Identify the need for evidence in making scientific decisions.	Student Edition: (A) 8-13, 189-194 Teacher Wraparound Edition: (A) D 11; IM 12; TFYI 12	Student Edition: (J) <i>The Nature of Science</i> 2-5	Student Edition: (M) 3
S.RS.05.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.	Student Edition: (A) 194, 201-204 <i>Communicating Your Data</i> 31, 59, 89, 105, 135, 164 (C) <i>Communicating Your Data</i> 97, 149, 151 Teacher Wraparound Edition: (A) A 13; CYD 31, 105, 135; DI 13 (C) CYD 97	Student Edition: (J) <i>MiniLAB</i> 12 <i>Lab</i> 55, 60-61	Student Edition: (M) <i>Launch Lab</i> 7, 35, 97 <i>Mini Lab</i> 53, 68, 133 Teacher Wraparound Edition: (M) A 38, 99, 111, 136; IL 163; LD 53, 71, 112, 132, 166; MM 21, 47, 142; QD 5, 38, 48, 71, 77, 114

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
S.RS.05.16 Design solutions to problems using technology.	<p>Student Edition: (A) 8-13 <i>Design Your Own Lab</i> 30-31 <i>Science and History</i> 60, 178</p> <p>Teacher Wraparound Edition: (A) AIL 30; CB 60, 178; D 60, 178 (C) CB 110; R 110</p>	<p>Student Edition: (J) <i>Use the Internet Lab</i> 30-31</p> <p>Teacher Wraparound Edition: (J) IL 57, 80</p>	<p>Student Edition: (M) <i>Communicating Your Data</i> 27 <i>Time Science and Society</i> 58</p> <p>Teacher Wraparound Edition: (M) A 58; CYD 27</p>
S.RS.05.17 Describe the effect humans and other organisms have on the balance in the natural world.	See the Physical Science book to meet this standard.	See the Physical Science book to meet this standard.	<p>Student Edition: (M) 140-141 <i>Integrate Life Science</i> 167</p> <p>Teacher Wraparound Edition: (M) D 144</p>
S.RS.05.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.	<p>Student Edition: (A) 21-23, 24-25, 49, 53, 129, 157 <i>National Geographic</i> 22 <i>Science and History</i> 60, 178 (C) 138</p> <p>Teacher Wraparound Edition: (A) A 22; CD 44; VOL 22</p>	<p>Student Edition: (J) 15-22, 23-29, 70-74</p> <p>Teacher Wraparound Edition: (J) CC 16; CD 16</p>	<p>Student Edition: (M) 2-3, 83 <i>Integrate History</i> 100</p> <p>Teacher Wraparound Edition: (M) CC 43, 67, 79, 136; CD 9, 52, 111, 142, 172; DI 76, 105; E5; IH 100; SJ 170; TFYI 38, 135</p>

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
PHYSICAL SCIENCE			
Forces and Motion			
<i>K-7 Standard P.FM: Develop an understanding that the position and/or motion of an object is relative to a point of reference. Understand forces affect the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it. Understand the Earth pulls down on objects with a force called gravity. Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct contact with objects.</i>			
P.FM.M.2 Force Interactions- Some forces between objects act when the objects are in direct contact (touching), such as friction and air resistance, or when they are not in direct contact (not touching), such as magnetic force, electrical force, and gravitational force.			
P.FM.05.21 Distinguish between contact forces and non-contact forces.	See the Physical Science book to meet this standard.	See the Physical Science book to meet this standard.	Student Edition: (M) 38-41, 43, 47, 71, 74-75, 80 <i>National Geographic</i> 72 Teacher Wraparound Edition: (M) CU 41; NG 72; QD 38; R 48; SCB 34E, 64E; VL 46
P.FM.05.22 Demonstrate contact and non-contact forces to change the motion of an object.	See the Earth and Physical Science books to meet this standard.	Student Edition: (J) 15-16, 17 <i>MiniLAB</i> 21 Teacher Wraparound Edition: (J) QD 16	Student Edition: (M) 37-41, 43, 46-47 <i>Figure</i> 11 47 <i>Mini Lab</i> 40 <i>Section 2 Review</i> 48 #3, #5 Teacher Wraparound Edition: (M) A 39; D 46; DI 40; ML 40; QD 48; R 41; V46

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
<p>P.FM.M.3 Force- Forces have a magnitude and direction. Forces can be added. The net force on an object is the sum of all of the forces acting on the object. The speed and/or direction of motion of an object changes when a non-zero net force is applied to it. A balanced force on an object does not change the motion of the object (the object either remains at rest or continues to move at a constant speed in a straight line).</p>			
<p>P.FM.05.31 Describe what happens when two forces act on an object in the same or opposing directions.</p>	<p>See the Earth and Physical Science books to meet this standard.</p>	<p>Student Edition: (J) 16 <i>MiniLAB</i> 21</p> <p>Teacher Wraparound Edition: (J) QD 16</p>	<p>Student Edition: (M) 37-41 <i>Design Your Own Lab</i> 56-57 <i>Figure 2</i> 37 <i>Figure 3</i> 38 <i>Figure 6</i> 41</p> <p>Teacher Wraparound Edition: (M) AIL 56</p>
<p>P.FM.05.32 Describe how constant motion is the result of balanced (zero net) forces.</p>	<p>See the Physical Science book to meet this standard.</p>	<p>See the Physical Science book to meet this standard.</p>	<p>Student Edition: (M) 37 <i>Figure 2</i> 37</p> <p>Teacher Wraparound Edition: (M) VL 37</p>
<p>P.FM.05.33 Describe how changes in the motion of objects are caused by a non-zero net (unbalanced) force.</p>	<p>See the Earth and Physical Science books to meet this standard.</p>	<p>Student Edition: (J) 15-17</p>	<p>Student Edition: (M) 37-41 <i>Figure 2</i> 37</p> <p>Teacher Wraparound Edition: (M) QD 38; VL 37</p>

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
P.FM.05.34 Relate the size of change in motion to the strength of unbalanced forces and the mass of the object.	See the Physical Science book to meet this standard.	See the Physical Science book to meet this standard.	Student Edition: (M) 37-41 <i>Figure 2 37</i> Teacher Wraparound Edition: (M) QD 38; VL 37
P.FM.M.4 Speed- Motion can be described by a change in position relative to a point of reference. The motion of an object can be described by its speed and the direction it is moving. The position and speed of an object can be measured and graphed as a function of time.			
P.FM.05.41 Explain the motion of an object relative to its point of reference.	See the Earth and Physical Science books to meet this standard.	Student Edition: (J) 15-17	Student Edition: (M) 2-3, 83 <i>Integrate History 100</i> Teacher Wraparound Edition: (M) CC 43, 67, 79, 136; CD 9, 52, 111, 142, 172; DI 76, 105; E5; IH 100; SJ 170; TFYI 38, 135
P.FM.05.42 Describe the motion of an object in terms of distance, time and direction, as the object moves, and in relationship to other objects.	See the Physical Science book to meet this standard.	See the Physical Science book to meet this standard.	Student Edition: (M) 9-13, 14-17 <i>Chapter 1 Study Guide</i> 29 <i>Figure 4 11</i> <i>Figure 7 14</i> <i>Figure 8 15</i> Teacher Wraparound Edition: (M) QD 9; R 13

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
P.FM.05.43 Illustrate how motion can be measured and represented on a graph.	See the Earth and Physical Science books to meet this standard.	Student Edition: (J) <i>Applying Math</i> 35	Student Edition: (M) 9-13, 14-17 <i>Chapter 1 Study Guide</i> 29 <i>Figure 4</i> 11 <i>Figure 7</i> 14 <i>Figure 8</i> 15 Teacher Wraparound Edition: (M) QD 9; R 13

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
LIFE SCIENCE			
Organization of Living Things			
<p><i>K-7 Standard L.OL: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.</i></p>			
<p>L.OL.M.4 Animal Systems- Multicellular organisms may have specialized systems that perform functions which serve the needs of the organism.</p>			
<p>L.OL.05.41 Identify the general purpose of selected animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive).</p>	<p>Student Edition: (C) 8-13, 15-19, 77-79, 85-87, 90-91, 110, 116-117 <i>Design Your Own Lab</i> 96-97 <i>Mini Lab</i> 81</p> <p>Teacher Wraparound Edition: (C) A 110</p>	<p>See the Life and Physical Science books to meet this standard.</p>	<p>Student Edition: (M) <i>Integrate Life Science</i> 107 <i>National Geographic</i> 134</p> <p>Teacher Wraparound Edition: (M) A 134; ILS 107; NG 134</p>
<p>L.OL.05.42 Explain how animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive) work together to perform selected activities.</p>	<p>Student Edition: (C) 7, 81, 85-86, 110, 116 <i>Mini Lab</i> 81</p>	<p>See the Life and Physical Science books to meet this standard.</p>	<p>Student Edition: (M) <i>National Geographic</i> 134</p>

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
Heredity			
<i>K-7 Standard L.HE: Develop an understanding that all life forms must reproduce to survive. Understand that characteristics of mature plants and animals may be inherited or acquired and that only inherited traits are passed on to their young. Understand that inherited traits can be influenced by changes in the environment and by genetics.</i>			
L.HE.M.1 Inherited and Acquired Traits – The characteristics of organisms are influenced by heredity and environment. For some characteristics, inheritance is more important; for other characteristics, interactions with the environment are more important.			
L.HE.05.11 Explain that the traits of an individual are influenced by both the environment and the genetics of the individual.	Student Edition: (A) 128-134, 136-142 <i>Applying Math</i> 133 <i>Lab</i> 135 <i>Launch Lab</i> 127 <i>Mini Lab</i> 130, 138 <i>National Geographic</i> 131 <i>Reading Check</i> 138 Teacher Wraparound Edition: (A) A 131; CU 134; D 132; IL 129; R 134; TPK 128	See the Life Science book to meet this standard.	See the Life Science book to meet this standard.
L.HE.05.12 Distinguish between inherited and acquired traits.	Student Edition: (A) 157 Teacher Wraparound Edition: (A) IM 157	See the Life Science book to meet this standard.	See the Life Science book to meet this standard.

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
Evolution			
<p><i>K-7 Standard L.EV: Develop an understanding that plants and animals have observable parts and characteristics that help them survive and flourish in their environments. Understand that fossils provide evidence that life forms have changed over time and were influenced by changes in environmental conditions. Understand that life forms either change (evolve) over time or risk extinction due to environmental changes and describe how scientists identify the relatedness of various organisms based on similarities in anatomical features.</i></p>			
<p>L.EV.M.1 Species Adaptation and Survival- Species with certain traits are more likely than others to survive and have offspring in particular environments. When an environment changes, the advantage or disadvantage of the species' characteristics can change. Extinction of a species occurs when the environment changes and the characteristics of a species are insufficient to allow survival.</p>			
<p>L.EV.05.11 Explain how behavioral characteristics (adaptation, instinct, learning, habit) of animals help them to survive in their environment.</p>	<p>Student Edition: (A) 156-161 <i>Lab 164</i> (C) 9-11, 39-42, 51, 77-84, 85-89, 90-93, 106-113, 114-122, 134-139 <i>Mini Lab 81, 88, 108, 116, 138</i> <i>National Geographic 112</i></p> <p>Teacher Wraparound Edition: (A) IL 162; LD 160, 136; R 163</p>	<p>See the Life and Physical Science books to meet this standard.</p>	<p>Student Edition: (M) <i>Integrate Life Science 87, 135</i> <i>Springing Into Action 6</i></p>

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
L.EV.05.12 Describe the physical characteristics (traits) of organisms that help them survive in their environment.	<p>Student Edition: (C) 9-11, 39-42, 51, 77-84, 85-89, 90-93, 106-113, 114-122 <i>Applying Science</i> 117 <i>Lab</i> 123 <i>Mini Lab</i> 81, 88, 108, 116 <i>National Geographic</i> 112</p> <p>Teacher Wraparound Edition: (C) D 82; DI 112; SJ 109; TFYI 109; VB 112</p>	See the Life and Physical Science books to meet this standard.	<p>Student Edition: (M) <i>Integrate Life Science</i> 10, 50, 87, 107, 111, 135, 166 <i>Springing Into Action</i> 6</p> <p>Teacher Wraparound Edition: (M) D 111; DI 110; ILS 107</p>
L.EV.05.13 Describe how fossils provide evidence about how living things and environmental conditions have changed.	<p>Student Edition: (A) 165-171, 173 <i>Integrate Earth Science</i> 169 <i>Science Online</i> 167 (C) 14</p> <p>Teacher Wraparound Edition: (A) A 166, 168; D 170, 174; MM 167; R 171; TFYI 166, 174</p>	See the Life and Physical Science books to meet this standard.	<p>The following references discuss fossil fuel formation.</p> <p>Student Edition: (M) 140 <i>Integrate Life Science</i> 140</p>

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
L.EV.05.14 Analyze the relationship of environmental change and catastrophic events (for example: volcanic eruption, floods, asteroid impacts, tsunami) to species extinction.	See the Physical Science book to meet this standard.	See the Physical Science book to meet this standard.	Student Edition: (M) <i>Integrate Life Science</i> 167 <i>Thermal Pollution</i> 167
L.EV.M.2 Relationships Among Organisms- Similarities among organisms are found in anatomical features, which can be used to infer the degree of relatedness among organisms. In classifying organisms, biologists consider details of internal and external structures to be more important than behavior or general appearance.			
L.EV.05.21 Relate degree of similarity in anatomical features to the classification of contemporary organisms.	Student Edition: (A) 169-171, 172-175 (C) 47, 56, 61, 72-75, 84, 89, 95, 113, 122 Teacher Wraparound Edition: (A) D 170; VL 170 (C) D 73; FF 73; QD 73; R 75	See the Life Science book to meet this standard.	See the Life Science book to meet this standard.

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
EARTH SCIENCE			
Earth Systems			
<i>K-7 Standard E.ES: Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's warming relates to weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment.</i>			
E.ES.M.6 Seasons- Seasons result from annual variations in the intensity of sunlight and length of day due to the tilt of the axis of the Earth relative to the plane of its yearly orbit around the sun.			
E.ES.05.61 Demonstrate using a model, seasons as the result of variations in the intensity of sunlight caused by the tilt of the Earth on its axis, and revolution around the sun.	See the Earth Science book to meet this standard.	Student Edition: (J) 40-45 <i>Lab</i> 60-61 Teacher Wraparound Edition: (J) ACT 43; AIL 60; QD 44; R 45; VL 43	See the Earth Science book to meet this standard.
E.ES.05.62 Explain how the revolution of the Earth around the sun defines a year.	See the Earth Science book to meet this standard.	Student Edition: (J) 40-45 <i>Launch Lab</i> 39 Teacher Wraparound Edition: (J) TBI 38	See the Earth Science book to meet this standard.

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
Earth in Space and Time			
<i>K-7 Standard E.ST: Develop an understanding that the sun is the central and largest body in the solar system and that Earth and other objects in the sky move in a regular and predictable motion around the sun. Understand that those motions explain the day, year, moon phases, eclipses and the appearance of motion of objects across the sky. Understand that gravity is the force that keeps the planets in orbit around the sun and governs motion in the solar system. Develop an understanding that fossils and layers of Earth provide evidence of the history of Earth's life forms, changes over long periods of time, and theories regarding Earth's history and continental drift.</i>			
E.ST.M.1 Solar System- The sun is the central and largest body in our solar system. Earth is the third planet from the sun in a system that includes other planets and their moons, as well as smaller objects, such as asteroids and comets.			
E.ST.05.11 Design a model that describes the position and relationship of the planets and other objects (comets and asteroids) to the sun.	See the Earth and Physical Science books to meet this standard.	Student Edition: (J) 70-71, 99 #21 <i>Model and Invent Lab</i> 94-95 Teacher Wraparound Edition: (J) A 93, 95; DI 72; DIS 71; MM 71; VL 71	Satellite Motion is discussed in the following references. Student Edition: (M) 47 <i>Figure 11 47</i>
E.ST.M.2 Solar System Motion- Gravity is the force that keeps most objects in the solar system in regular and predictable motion.			
E.ST.05.21 Describe the motion of planets and moons in terms of rotation on axis and orbits due to gravity.	See the Earth and Physical Science books to meet this standard.	Student Edition: (J) 41, 46, 70-74 <i>Launch Lab</i> 38 <i>Science Online</i> 43 <i>Lab</i> 75 Teacher Wraparound Edition: (J) AIL 30; TBI 38	Student Edition: (M) <i>Satellite Motion</i> 47

STANDARDS	PAGE REFERENCES		
	Life Science (A, C)	Earth Science (J)	Physical Science (M)
E.ST.05.22 Explain moon phases as they relate to the position of the moon in its orbit around the Earth, resulting in the amount of observable reflected light.	See the Earth Science book to meet this standard.	Student Edition: (J) 46-48, 65 #23 <i>Lab 55</i> Teacher Wraparound Edition: (J) A 55; FF 47; IM 38F; SJ 47; VL 48	See the Earth Science book to meet this standard.
E.ST.05.23 Recognize that nighttime objects (stars and constellations) and the sun appear to move because the Earth rotates on its axis and orbits the sun.	See the Earth Science book to meet this standard.	Student Edition: (J) 40 <i>Launch Lab 39</i> Teacher Wraparound Edition: (J) TPK 70	See the Earth Science book to meet this standard.
E.ST.05.24 Explain lunar and solar eclipses based on the relative positions of the Earth, moon, and sun, and the orbit of the moon.	See the Earth Science book to meet this standard.	Student Edition: (J) 48-50, 67 #14-#15 <i>Science Online 49</i> <i>Lab 55</i> Teacher Wraparound Edition: (J) ACT 50; CC 49; DIS 49, 50; LD 50; QD 49; R 54; UAA 49	See the Earth Science book to meet this standard.
E.ST.05.25 Explain the tides of the oceans as they relate to the gravitational pull and orbit of the moon.	See the Life Science book (E) to meet this standard.	See the Earth Science book (I) to meet this standard.	See the Physical Science books (L and O) to meet this standard.