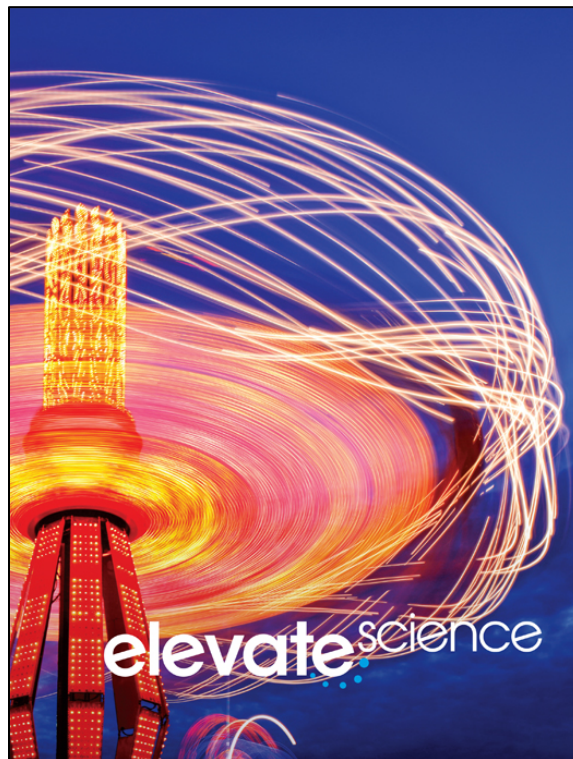


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**To the**  
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| <b>STANDARD</b>   | <b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>   |
| 3.2 The student will investigate and understand that the direction and size of force affects the motion of an object. Key ideas include |  |
| a) multiple forces may act on an object;  | <p><b>ATE:</b><br/> <ul style="list-style-type: none"> <li>Investigate Lab: What makes it move?, 25</li> <li>Forces, 26</li> <li>Contact Forces, 27</li> <li>Visual Literacy Connection: What are noncontact forces?, 28-29</li> <li>Equal and Opposite Forces, 30</li> <li>Combined Forces, 31</li> </ul> </p> <p><b>CT:</b><br/> <b>Realize™ Digital Resources:</b><br/> <b>Motion and Forces</b><br/>           &gt;Lesson 3, Forces and Motion&gt;Interactivity: A Force and Motion Adventure<br/>           &gt;Lesson 4, Balanced and Unbalanced Forces&gt;Interactivity: Motion</p> |

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| <p>b) the net force on an object determines how an object moves;</p>       | <p><b>ATE:</b><br/>Net Force, 38</p> <p><b>CT:</b><br/><b>Realize™ Digital Resources:</b><br/><b>Motion and Forces</b><br/>&gt;Lesson 4, Balanced and Unbalanced Forces&gt;Quiz: Balanced and Unbalanced Force</p>   |
| <p>c) simple machines increase or change the direction of a force; and</p> | <p>Supporting Content:<br/><b>ATE:</b><br/>Quest Check-In: Launch Your Pinball!, 32<br/>STEM Math Connection: Multiply and Divide, 33<br/>Visual Literacy Connection: How can; you move an object?, 36-37<br/>STEM Quest Check-In Lab: How can; you control your flippers?, 40-41<br/>Quest Findings: Pinball Wizard!, 42<br/>STEM uDemonstrate Lab: Why do objects move?, 48-49</p> |
| <p>d) simple and compound machines have many applications.</p>             | <p>Supporting Content:<br/><b>ATE:</b><br/>STEM Math Connection: Multiply and Divide, 33<br/>Visual Literacy Connection: How can; you move an object?, 36-37<br/>STEM uDemonstrate Lab: Why do objects move?, 48-49</p>  |

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| STANDARD   | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
| 3.3 The student will investigate and understand how materials interact with water. Key ideas include |   |
| a) solids and liquids mix with water in different ways; and  | Please see <i>Elevate Science</i> Grade 5, Topic 2: Changes in Matter, Lesson 4: Mixtures and Solutions   |
| b) many solids dissolve more easily in hot water than in cold water.                                 | Please see <i>Elevate Science</i> Grade 5, Topic 2: Changes in Matter, Lesson 4: Mixtures and Solutions   |

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| 3.4 The student will investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment. Key ideas include |  |
| a) populations may adapt over time;  | <p><b>ATE:</b><br/>           Environmental Factors, 197<br/>           Investigate Lab: How do sea lions stay warm in cold waters?, 217<br/>           Visual Literacy Connection: How do living things adapt to survive?, 218-219<br/>           Survival in Different Habitats, 220<br/>           Differences Can Help Living Things, 221<br/>           Changes in the Environment, 234</p> <p><b>CT:</b><br/> <b>Realize™ Digital Resources:</b><br/> <b>Adaptations and Survival</b><br/>           Lesson 1, Survival of Individuals&gt;Video: Survival of Individuals</p> |

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| <p>b) adaptations may be behavioral or physical; and</p>   | <p><b>ATE:</b><br/> uConnect Lab: What clues do beak shapes give about birds?, 214<br/> uInvestigate Lab: How do sea lions stay warm in cold waters?, 217<br/> Visual Literacy Connection: How do living things adapt to survive?, 218-219<br/> Survival in Different Habitats, 220<br/> Visual Literacy Connection: Why do animals form groups?, 226-227<br/> Animal Groups, 228-229</p> <p><b>CT:</b><br/> <b>Realize™ Digital Resources:</b><br/> <b>Adaptations and Survival</b><br/> Lesson 1, Survival of Individuals&gt;Interactivity: Camouflage Helps Animals<br/> Lesson 2, Survival of Groups&gt;Interactivity: Animal Groups: Adaptation and Survival</p> |
| <p>c) fossils provide evidence about the types of organisms that lived long ago as well as the nature of their environments.</p> | <p><b>ATE:</b><br/> uConnect Lab: What can a fossil tell you?, 256<br/> Fossil Evidence, 261<br/> uInvestigate Lab: What can fossil footprints tell you about an animal?, 269<br/> Clues from Fossils, 270<br/> The Fossil Record, 271<br/> Changes over Time, 280-281</p> <p><b>CT:</b><br/> <b>Realize™ Digital Resources:</b><br/> <b>Fossil Evidence</b><br/> &gt;Lesson 2, Fossils as a Record&gt;Video: Fossils as a Record<br/> &gt;Lesson 3, Living Things and Climate Change&gt;Interactivity: Piecing Together the Past</p>   |

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| <p>3.5 The student will investigate and understand that aquatic and terrestrial ecosystems support a diversity of organisms. Key ideas include</p> |  |
| <p>a) ecosystems are made of living and nonliving components of the environment; and</p>   | <p><b>ATE:</b><br/>           Dry Climates, 154<br/>           Sunlight and Plant Traits, 200<br/>           uInvestigate Lab: How do sea lions stay warm in cold waters?, 217<br/>           Survival in Different Habitats, 220<br/>           Quest Check-In: Let's Get Together, 230<br/>           Quest Findings: Help the Pond Organisms Survive, 244</p> <p><b>CT:</b><br/> <b>Realize™ Digital Resources:</b><br/> <b>Adaptations and Survival</b><br/>           &gt;Lesson 1, Survival of Individuals&gt;Video: Survival of Individuals;&gt;Virtual Lab: Adapting to Life Under the Sea</p> |

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| <p>b) relationships exist among organisms in an ecosystem.</p> | <p><b>ATE:</b><br/>uInvestigate Lab: How do some birds fly so far?, 225<br/>Visual Literacy Connection: Why do animals form groups?, 226-227<br/>Animal Groups, 228-229<br/>Quest Check-In: Let's Get Together, 230<br/>Changes in the Environment, 234<br/>Case Study: Denali National Park, 235</p> <p><b>CT:</b><br/><b>Realize™ Digital Resources:</b><br/><b>Fossil Evidence</b><br/>&gt;Lesson 2, Survival of Groups&gt;Interactivity: Animal Groups:<br/>Adaptation and Survival<br/>&gt;Lesson 3, Survival When Environments Change&gt;Interactivity: Bear<br/>Adaptations</p> |
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| <b>STANDARD</b>   | <b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>  |
| 3.6 The student will investigate and understand that soil is important in ecosystems. Key ideas include |   |
| a) soil, with its different components, is important to organisms; and                                  | Please see <i>Elevate Science</i> Grade 2, Topic 5: Plants and Animals, Lesson 1: Plant and Animal Life Cycles.<br>Also see <i>Elevate Science</i> Grade 4, Topic 4: Earth's Features, Lesson 3: Rocks, Minerals and Soil and <i>Elevate Science</i> Grade 5, Topic 8: Energy and Food, Lesson 2: How Plants Make Food. |
| b) soil provides support and nutrients necessary for plant growth.                                      | Please see <i>Elevate Science</i> Grade 2, Topic 5: Plants and Animals, Lesson 1: Plant and Animal Life Cycles.<br>Also see <i>Elevate Science</i> Grade 5, Topic 8: Energy and Food, Lesson 2: How Plants Make Food; and Topic 5: Human Impacts on Earth's Systems, Lesson 1: Earth's Natural Resources.               |

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| 3.7 The student will investigate and understand that there is a water cycle and water is important to life on Earth. Key ideas include |   |
| a) there are many reservoirs of water on Earth;  | Supporting Content:<br><b>ATE:</b><br>Water on Earth, 92<br>Weather, 96<br>Quest Findings: Help the Pond Organisms Survive, 244<br><br>Please see also <i>Elevate Science</i> Grade 2, Topic 3: Earth's Water and Land, Lesson 2: Water on Earth  |
| b) the energy from the sun drives the water cycle; and   | Supporting Content:<br><b>ATE:</b><br>Water Cycle, 93<br>The Sun and Climate, 135<br><br><b>CT:</b><br><b>Realize™ Digital Resources:</b><br><b>Weather</b><br>>Lesson 1, Water and Weather>Interactivity: Fog and the Water Cycle<br><b>Climate</b><br>>Lesson 1, Climates>Video: Climates |

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| <p>c) the water cycle involves specific processes.</p> | <p><b>ATE:</b><br/>Water Cycle, 93<br/>Visual Literacy Connection: How does precipitation form?, 94-95</p> <p><b>CT:</b><br/><b>Realize™ Digital Resources:</b><br/><b>Weather</b><br/>&gt;Lesson 1, Water and Weather&gt;Video: Water and Weather;&gt;Interactivity: Fog and the Water Cycle</p> |
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| 3.8 The student will investigate and understand that natural events and humans influence ecosystems. Key ideas include |   |
| a) human activity affects the quality of air, water, and habitats;   | <b>ATE:</b><br>STEM Connection, 232<br>Changes in Environmental Conditions, 240<br>Quest Check-In: A Changing Pond Environment, 241<br>uEngineer It! Have Your Fun, and Be Considerate Too!, 242-243<br>Quest Findings: Help the Pond Organisms Survive, 244<br>Career Connection: Conservation Biologist, 245  |
| b) water is limited and needs to be conserved;   | Please see <i>Elevate Science</i> Grade 5, Topic 4: Earth's Water, Lesson 2: Earth's Freshwater.<br>Also see <i>Elevate Science</i> Grade 5, Topic 5: Human Impacts on Earth's Surface, Lesson 1: Earth's Natural Resources and Lesson 4: Protection of Earth's Resources and Environments.   |
| c) fire, flood, disease, and erosion affect ecosystems; and  | <b>ATE:</b><br>STEM uInvestigate Lab: How can you stop a flood?, 111<br>Storms, 112<br>uInvestigate Lab: How will sea levels affect tigers?, 233<br>Changes in the Environment, 234<br>Changes in Environmental Conditions, 240<br><br><b>CT:</b><br><b>Realize™ Digital Resources:</b><br><b>Weather</b><br>>Lesson 3, Weather Hazards>Interactivity: Severe Weather |

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d) soil is a natural resource and should be conserved.

Please see *Elevate Science* Grade 5, Topic 5: Human Impacts on Earth's Surface, Lesson 1: Earth's Natural Resources, and Lesson 4: Protecting Earth's Resources and Environments.

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