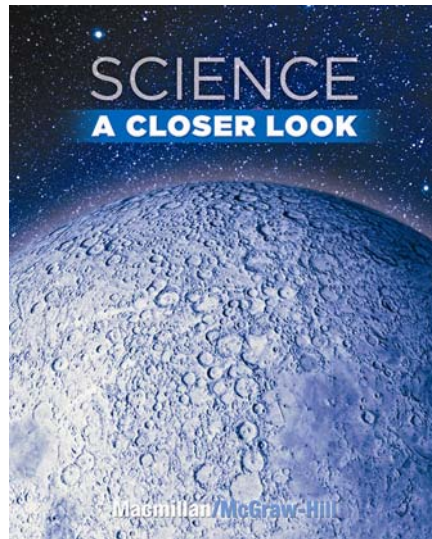




**Macmillan/McGraw-Hill**

Grade Span Expectations in Science  
Grade 6



# SCIENCE

**A CLOSER LOOK**

**Grade 6**

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| STANDARDS   | PAGE REFERENCES  |
|---|--|
| <b>Life Science</b>   |  |
| <b>LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, &amp; species).</b>   |  |
| <b>LS1 (5-8) – INQ+ SAE- 1</b><br><b>Using data and observations about the biodiversity of an ecosystem make predictions or draw conclusions about how the diversity contributes to the stability of the ecosystem.</b> |  |
| <b>LS1 (5-6) – 1</b><br>Students demonstrate understanding of biodiversity by...  |  |
| <p><b>1a</b> recognizing that organisms have different features and <u>behaviors for meeting their needs to survive</u> (e.g., fish have gills for respiration, mammals have lungs, bears hibernate).</p>               | <p><b>Student Edition:</b><br/>17, 70-77<br/><i>Look and Wonder</i> 68<br/><i>Explore</i> 69<br/><i>Quick Lab</i> 75</p> <p><b>Teacher Wraparound Edition:</b><br/>AE 69; AF 17; HA 76</p> <p><b>Leveled Readers:</b><br/>Grade 6 Approaching Level Reader <i>Animal Migration</i><br/>Grade 6 Approaching Level Reader <i>Antarctica: Land of Snow</i></p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> p. 18<br/><i>Presentation Toolkit CD-ROM</i><br/><i>PuzzleMaker CD-ROM</i><br/><i>Reading and Writing</i> pp. 1, 21-23<br/><i>Visual Literacy</i> p. 9</p> |

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| <p><b>LS1 (5-8) SAE+FAF –2</b><br/> <i>Describe or compare how different organisms have mechanisms that work in a coordinated way to obtain energy, grow, move, respond, provide defense, enable reproduction, or maintain internal balance (e.g., cells, tissues, organs and systems).</i></p> |   |
| <p><b>LS1 (5-6) – 2</b><br/>           Students demonstrate understanding of structure and function-survival requirements by...</p>   |   |
| <p><b>2a</b> describing structures or behaviors that help organisms survive in their environment (e.g., <u>defense</u>, obtaining <u>nutrients</u>, reproduction, and <u>eliminating waste</u>).</p>  | <p><b>Student Edition:</b><br/>           38-39, 58-65, 70-78, 100-101, 114-115<br/> <i>Quick Lab</i> 63</p> <p><b>Teacher Wraparound Edition:</b><br/>           F 72</p> <p><b>Leveled Readers:</b><br/>           Grade 6 Approaching Level Reader <i>Antarctica: Land of Snow</i><br/>           Grade 6 Approaching Level Reader <i>Tracing the Food Web</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> p. 28<br/> <i>Reading and Writing</i> pp. 17-19<br/> <i>Visual Literacy</i> p. 7</p> |
| <p><b>LS1 (5-8) POC -3</b><br/> <i>Compare and contrast sexual reproduction with asexual reproduction.</i></p>  |   |
| <p><b>LS1 (5-6) –3</b><br/>           Students demonstrate an understanding of reproduction by ...</p>  |   |
| <p><b>3a</b> <u>defining reproduction as a process through which organisms produce offspring.</u></p>   | <p><b>Student Edition:</b><br/>           23, 38, 114-115</p> <p><b>Teacher Wraparound Edition:</b><br/>           DMI 40, 114, 124; EMI 115; UTV 125</p> <p><b>Leveled Readers:</b><br/>           Grade 6 Approaching Level Reader <i>Microorganisms</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Visual Literacy</i> p. 18</p>   |

| STANDARDS  | PAGE REFERENCES  |
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| <p><b>3b</b> <u>describing reproduction in terms of being essential for the continuation of a species.</u></p>   | <p><b>Student Edition:</b><br/>114-115, 124-125</p> <p><b>Teacher's Resources:</b><br/><i>Presentation Toolkit CD-ROM</i></p>  |
| <p><b>3c</b> <u>investigating and comparing a variety of plant and animal life cycles.</u></p>   | <p><b>Student Edition:</b><br/>40-41, 81#13, 116<br/><i>Lesson Review</i> 43</p> <p><b>Teacher Wraparound Edition:</b><br/>FA 43</p> <p><b>Teacher's Resources:</b><br/><i>Presentation Toolkit CD-ROM</i><br/><i>Reading and Writing</i> p. 41<br/><i>School to Home Activities</i> pp. 19-20<br/><i>Visual Literacy</i> p. 4, 16</p>   |
| <p><b>LS1 (5-8) FAF –4</b><br/><i>Explain relationships between or among the structure and function of the cells, tissues, organs, and organ systems in an organism.</i></p> |  |
| <p><b>LS1 (5-6) –4</b><br/><b>Students demonstrate understanding of differentiation by...</b></p>  |  |
| <p><b>4a</b> <u>identifying cells as the building blocks of organisms.</u></p>   | <p><b>Student Edition:</b><br/>23, 86-87, 96-97, 108<br/><i>Lesson Review</i> 91<br/><i>Look and Wonder</i> 94<br/><i>Explore</i> 95</p> <p><b>Teacher Wraparound Edition:</b><br/>AM 86; APK 84; WU 84</p> <p><b>Leveled Readers:</b><br/><i>Grade 6 On Level Reader Discovering the Secrets of Cells</i><br/><i>Grade 6 English Learner Level Discovering the Secrets of Cells</i></p> <p><b>Teacher's Resources:</b><br/><i>Presentation Toolkit CD-ROM</i><br/><i>PuzzleMaker CD-ROM</i><br/><i>Reading and Writing</i> pp. 3, 30-31</p> |

| STANDARDS  | PAGE REFERENCES  |
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| <p><b>4b</b> <u>recognizing and illustrating (e.g. flow chart) the structural organization of an organism from a cell to tissue to organs to organ systems to organisms.</u></p>                   | <p><b>Student Edition:</b><br/>88-89<br/><i>Lesson Review</i> 91</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 88; DV 88; ELL 89</p> <p><b>Teacher’s Resources:</b><br/><i>Presentation Toolkit CD-ROM</i><br/><i>Visual Literacy</i> 11</p>  |
| <p><b>LS2 - Matter cycles and energy flows through an ecosystem.</b></p>   |  |
| <p><b>LS2 (5-8) INQ+SAE -5</b><br/><i>Using data and observations, predict outcomes when abiotic/biotic factors are changed in an ecosystem.</i></p>   |  |
| <p><b>LS2 (5-6) –5</b><br/><b>Students demonstrate an understanding of equilibrium in an ecosystem by ...</b></p>  |  |
| <p><b>5a</b> <u>identifying and defining an ecosystem and the variety of relationships within it (e.g., predator/prey, consumer/ producer/decomposer, host/parasite, catastrophic events).</u></p> | <p><b>Student Edition:</b><br/>186-187, 190-192, 198-202<br/><i>Look and Wonder</i> 184<br/><i>Lesson Review</i> 193</p> <p><b>Teacher Wraparound Edition:</b><br/>APK 182; DI 191; DMI 190, 191, 198; DV 192, 199; ELL 190; WU 184</p> <p><b>Leveled Readers:</b><br/>Grade 6 Beyond Level Reader <i>Ecosystems</i><br/>Grade 6 Beyond Level Reader <i>Hidden Life in a Pond</i><br/>Grade 6 Approaching Level Reader <i>Tracing the Food Web</i></p> <p><b>Teacher’s Resources:</b><br/><i>Presentation Toolkit CD-ROM</i><br/><i>Visual Literacy</i> 28</p> |

| STANDARDS   | PAGE REFERENCES  |
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| <p><b>LS2 (5-8) SAE– 6</b></p> <p><i>Given a scenario trace the flow of energy through an ecosystem, beginning with the sun, through organisms in the food web, and into the environment (includes photosynthesis and respiration).</i></p> |  |
| <p><b>LS2 (5-6) –6</b></p> <p><b>Students demonstrate an understanding of energy flow in an ecosystem by ...</b></p>  |  |
| <p>6a identifying the sun as the major source of energy for life on earth and <u>sequencing the energy flow in an ecosystem.</u></p>  | <p><b>Student Edition:</b><br/>198-202<br/><i>Explore</i> 185, 197<br/><i>Quick Lab</i> 201</p> <p><b>Teacher Wraparound Edition:</b><br/>APK 196; DV 199, 202; FA 203; WU 196</p> <p><b>Leveled Readers:</b><br/>Grade 6 Beyond Level Reader <i>Ecosystems</i><br/>Grade 6 Beyond Level Reader <i>Hidden Life in a Pond</i><br/>Grade 6 Approaching Level Reader <i>Tracing the Food Web</i></p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 103-106<br/><i>Presentation Toolkit CD-ROM</i><br/><i>PuzzleMaker CD-ROM</i><br/><i>Reading and Writing</i> 81<br/><i>Visual Literacy</i> 29</p> |

| STANDARDS  | PAGE REFERENCES   |
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| <p>6b. <u>describing the basic processes and recognizing the substances involved in photosynthesis and respiration.</u></p>  | <p><b>Student Edition:</b><br/> 37, 60, 100-101, 189, 198<br/> <i>Look and Wonder</i> 32<br/> <i>Explore</i> 33<br/> <i>Lesson Review</i> 43<br/> <i>Be a Scientist</i> 104-105</p> <p><b>Teacher Wraparound Edition:</b><br/> AM 101; APK 196; DI 189; DMI 60, 100; DV 60, 100; FA 43</p> <p><b>Leveled Readers:</b><br/> Grade 6 Beyond Level Reader <i>Ecosystems</i><br/> Grade 6 Beyond Level Reader <i>Hidden Life in a Pond</i><br/> Grade 6 Approaching Level Reader <i>Tracing the Food Web</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 52-55<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 7, 19<br/> <i>Visual Literacy</i> 8, 14</p> |
| <p><b>LS2 (5-8) SAE-7</b><br/> <i>Given an ecosystem, trace how matter cycles among and between organisms and the physical environment (includes water, oxygen, food web, decomposition, recycling but <b>not</b> carbon cycle or nitrogen cycle).</i></p> |   |
| <p><b>LS2 (5-6)-7</b><br/> <b>Students demonstrate an understanding of recycling in an ecosystem by ...</b></p>  |   |
| <p><b>7a</b> explaining the processes of precipitation, evaporation, condensation as parts of the water cycle.</p>   | <p><b>Student Edition:</b><br/> 188, 330, 382<br/> <i>Be a Scientist</i> 205<br/> <i>Look and Wonder</i> 326<br/> <i>Explore</i> 327</p> <p><b>Teacher Wraparound Edition:</b><br/> AE 327; DI 189, 330; DMI 188, 330; DV 330; FA 193</p> <p><b>Leveled Readers:</b><br/> Grade 6 Approaching Level Reader <i>Amazing Water</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 164-166<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 132-134<br/> <i>Visual Literacy</i> 48</p>   |

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| <p><b>7b</b> completing a basic food web for a given ecosystem.</p>   | <p><b>Student Edition:</b><br/>200-201<br/><i>Quick Lab</i> 201<br/><i>Lesson Review</i> 203</p> <p><b>Teacher Wraparound Edition:</b><br/>DMI 200; DV 200; FA 203; HA 202; UV 201; WU 196</p> <p><b>Leveled Readers:</b><br/>Grade 6 Beyond Level Reader <i>Hidden Life in a Pond</i><br/>Grade 6 Approaching Level Reader <i>Tracing the Food Web</i></p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 107<br/><i>Presentation Toolkit CD-ROM</i><br/><i>Reading and Writing</i> 81-83<br/><i>Visual Literacy</i> 30</p> |
| <p><b>LS3 - Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry).</b></p>  |   |
| <p><b>LS3 (5-8) MAS+FAF – 8</b></p> <p><i>Use a model, classification system, or dichotomous key to illustrate, compare, or interpret possible relationships among groups of organisms (e.g., internal and external structures, anatomical features).</i></p> |   |
| <p><b>LS3 (5-6) – 8</b></p> <p><b>Students demonstrate an understanding of classification of organisms by ...</b></p>   |   |
| <p><b>8a</b> <u>stating the value of, or reasons for, classification systems.</u></p>   | <p><b>Student Edition:</b><br/>24-25<br/><i>Look and Wonder</i> 20</p> <p><b>Teacher Wraparound Edition:</b><br/>DV 24; DMI 24; FA 29; IW 30; HA 24</p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 5-7<br/><i>Assessment</i> 5<br/><i>Presentation Toolkit CD-ROM</i><br/><i>Reading and Writing</i> 3-5<br/><i>Visual Literacy</i> 1, 2</p>   |

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| <p><b>8b</b> <u>following a taxonomic key to identify a given organism (e.g. flowering and non-flowering plants).</u></p>   | <p><b>Student Edition:</b><br/>           24-28<br/> <i>Explore</i> 21<br/> <i>Lesson Review</i> 29<br/> <i>Focus on Skills</i> 30-31</p> <p><b>Teacher Wraparound Edition:</b><br/>           AE 21; AI 31; DI 25; ELL 27; FA 29; LI 30; WU 20</p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 5-7<br/> <i>Assessment</i> 5<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 3-5<br/> <i>Visual Literacy</i> 1, 2</p>              |
| <p><b>LS3 (5-8) POC-9</b><br/> <i>Cite examples supporting the concept that certain traits of organisms may provide a survival advantage in a specific environment and therefore, an increased likelihood to produce offspring.</i></p> |   |
| <p><b>LS3 (5-6) -9</b><br/> <b>Students demonstrate an understanding of Natural Selection/evolution by ...</b></p>  |   |
| <p><b>9a</b> <u>explaining how a population’s or species’ traits affect their ability to survive over time.</u></p>   | <p><b>Student Edition:</b><br/>           172-176<br/> <i>Look and Wonder</i> 170<br/> <i>Explore</i> 171<br/> <i>Lesson Review</i> 177<br/> <i>Reading in Science</i> 178-179</p> <p><b>Teacher Wraparound Edition:</b><br/>           DI 175; DMI 172, 174; DV 173; ELL 174; FA 177; SB 172</p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 89-90<br/> <i>Assessment</i> 37<br/> <i>Reading and Writing</i> 68-70<br/> <i>Visual Literacy</i> 25, 26</p> |

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| <p><b>9b</b> <u>researching or reporting on possible causes for the extinction of an animal or plant.</u></p>  | <p><b>Student Edition:</b><br/>224-225, 304<br/><i>Lesson Review</i> 231<br/><i>Reading in Science</i> 232-233</p> <p><b>Teacher Wraparound Edition:</b><br/>BR 232; DI 225; DMI 224, 304; DR 233; DV 224; ELL 224; FA 231</p> <p><b>Teacher’s Resources:</b><br/><i>Presentation Toolkit CD-ROM</i></p>  |
| <p><b>9c</b> <u>explaining how fossil evidence can be used to understand the history of life on Earth.</u></p> | <p><b>Student Edition:</b><br/>228-229, 256, 300-301, 412<br/><i>Quick Lab</i> 301<br/><i>Lesson Review</i> 305</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 229; DMI 228</p> <p><b>Leveled Readers:</b><br/>Grade 6 On Level Reader <i>Earth’s Changing Climate</i><br/>Grade 6 English Learner Level <i>Earth’s Changing Climate</i></p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 150<br/><i>Presentation Toolkit CD-ROM</i><br/><i>Visual Literacy</i> 34</p> |

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| <p><b>LS 4 - Humans are similar to other species in many ways, and yet are unique among Earth's life forms.</b></p>   |   |
| <p><b>LS4 (5-8) INQ-10</b><br/> <i>Use data and observations to support the concept that environmental or biological factors affect human body systems (biotic &amp; abiotic).</i></p>  |   |
| <p><b>LS4 (5-6)-10</b><br/> <b>Students demonstrate an understanding of human body systems by ...</b></p>   |   |
| <p><b>10a</b> <u>identifying the biotic factors (e.g., microbes, parasites, food availability, aging process) that have an effect on human body systems.</u></p>  | <p><b>Student Edition:</b><br/> 116, 123, 176, 190, 222, R15<br/> <b>Teacher Wraparound Edition:</b><br/> DI 123; DMI 176, R15; ELL R14; FA 177<br/> <b>Leveled Readers:</b><br/> Grade 6 Approaching Level Reader <i>Microorganisms</i><br/> Grade 6 Beyond Level Reader <i>Bacteria and Viruses</i></p>   |
| <p><b>10b</b> <u>identifying the abiotic factors (e.g., drugs, altitude, weather, pollution) that have an effect on human body systems.</u></p>   | <p><b>Student Edition:</b><br/> 116, 344-346, 334, 389-390<br/> <b>Teacher Wraparound Edition:</b><br/> DV 346; EMI 345<br/> <b>Leveled Readers:</b><br/> Grade 6 Approaching Level Reader <i>Greenhouse Effect</i><br/> Grade 6 On Level Reader <i>Tsunami!</i><br/> Grade 6 English Learner Level Reader <i>Tsunami!</i><br/> <b>Teacher's Resources:</b><br/> <i>Reading and Writing 140</i></p> |
| <p><b>Students demonstrate an understanding patterns of human health/disease by ...</b></p>   |   |
| <p><b>10c</b> <u>identifying the biotic (e.g., microbes, parasites, food availability, aging process) and abiotic (e.g., radiation, toxic materials, carcinogens) factors that cause disease and affect human health.</u></p> | <p><b>Student Edition:</b><br/> 123, 176, 190, 222, 344-346, 576, R15<br/> <b>Teacher Wraparound Edition:</b><br/> DI 123, 109; DMI R15; ELL R14; EMI 345; FA 177<br/> <b>Leveled Readers:</b><br/> Grade 6 Beyond Level Reader <i>Bacteria and Viruses</i><br/> Grade 6 Approaching Level Reader <i>Microorganisms</i><br/> <b>Teacher's Resources:</b><br/> <i>Reading and Writing 140</i></p>    |

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| <p><b>LS4 (5-8) INQ+POC-11</b></p> <p><i>Using data provided, select evidence that supports the concept that genetic information is passed on from both parents to offspring</i></p> |  |
| <p><b>LS4 (5-6)-11</b></p> <p><b>Students demonstrate an understanding of human heredity by ...</b></p>  |  |
| <p><b>11a</b> <u>differentiating between inherited and acquired traits.</u></p>  | <p><b>Student Edition:</b><br/>140-141, 146<br/><i>Lesson Review</i> 147</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 141; DMI 140, 141; DV 141; UV 146</p> <p><b>Teacher’s Resources:</b><br/><i>Presentation Toolkit CD-ROM</i><br/><i>PuzzleMaker CD-ROM</i><br/><i>Reading and Writing</i> 54-56<br/><i>Visual Literacy</i> 19</p>   |
| <p><b>11b</b> <u>observing, recording and comparing differences in inherited traits (e.g. connected earlobe, tongue rolling).</u></p>  | <p><b>Student Edition:</b><br/>140<br/><i>Look and Wonder</i> 138<br/><i>Explore</i> 139</p> <p><b>Teacher Wraparound Edition:</b><br/>APK 138; DMI 140; HA 146; UV 146</p> <p><b>Leveled Readers:</b><br/><i>Grade 6 On Level Reader Gregor Mendel</i><br/><i>Grade 6 English Learner Level Reader Gregor Mendel</i></p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 66-68<br/><i>Presentation Toolkit CD-ROM</i><br/><i>Visual Literacy</i> 19</p> |

| STANDARDS  | PAGE REFERENCES  |
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| <b>Earth &amp; Space Science</b>   |  |
| <b>ESS1 - The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.</b>                  |  |
| <b>ESS1 (5-8) INQ+ POC –1</b><br><i>Use geological evidence provided to support the idea that the Earth’s crust/lithosphere is composed of plates that move.</i> |  |
| <b>ESS1 (5-6)–1</b><br><b>Students demonstrate an understanding of processes and change over time within earth systems by ...</b>                                |  |
| <b>1a</b> <u>identifying and describing the layers of the earth.</u>   | <b>Student Edition:</b><br>250<br><i>Explore 243</i><br><i>Lesson Review 251</i><br><b>Teacher Wraparound Edition:</b><br>AE 243; DMI 250; DV 250<br><b>Teacher’s Resources:</b><br><i>Activity Flipchart 27</i><br><i>Activity Lab Book 122-124</i><br><i>Science Activity DVD</i>  |
| <b>1b</b> <u>plotting location of volcanoes and earthquakes and explaining the relationship between the location of these phenomena and faults.</u>              | <b>Student Edition:</b><br>260-262, 268-270, 276-278<br><i>Lesson Review 279</i><br><b>Teacher Wraparound Edition:</b><br>DI 268; DMI 270; FA 279; HA 278<br><b>Leveled Readers:</b><br><i>Grade 6 Beyond Level Reader The Ring of Fire</i><br><b>Teacher’s Resources:</b><br><i>Presentation Toolkit CD-ROM</i><br><i>Reading and Writing 105-107, 109-111</i><br><i>Visual Literacy 38, 39, 40</i> |

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| <p><b>ESS1 (5-8) SAE-2</b><br/> <i>Explain the processes that cause the cycling of water into and out of the atmosphere and their connections to our planet’s weather patterns.</i></p>        |  |
| <p><b>ESS1 (5-6)-2</b><br/> <i>Students demonstrate an understanding of processes and change over time within earth systems by ...</i></p>   |  |
| <p><b>2a</b> <u>diagramming, labeling and explaining the processes of the water cycle including evaporation, precipitation, and run-off, condensation, transpiration, and groundwater.</u></p> | <p><b>Student Edition:</b><br/> 188, 330, 382<br/> <i>Be a Scientist</i> 205<br/> <i>Look and Wonder</i> 326<br/> <i>Explore</i> 327</p> <p><b>Teacher Wraparound Edition:</b><br/> AE 327; DI 189, 330; DMI 188, 330; DV 330;<br/> FA 193</p> <p><b>Leveled Readers:</b><br/> Grade 6 Approaching Level Reader <i>Amazing Water</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 164-166<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 132-134<br/> <i>Visual Literacy</i> 48</p>   |
| <p><b>2b</b> <u>explaining how condensation of water vapor forms clouds which affects climate and weather.</u></p>   | <p><b>Student Edition:</b><br/> 188, 382-388<br/> <i>Look and Wonder</i> 380<br/> <i>Explore</i> 381<br/> <i>Lesson Review</i> 393</p> <p><b>Teacher Wraparound Edition:</b><br/> AE 381; AM 386; DI 396; DMI 386; DV 383;<br/> EMI 387; FA 393; UV 383</p> <p><b>Leveled Readers:</b><br/> Grade 6 Approaching Level Reader <i>Amazing Water</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 192-194<br/> <i>Assessment</i> 92<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>PuzzleMaker CD--ROM</i><br/> <i>Reading and Writing</i> 156-158</p> |

| STANDARDS  | PAGE REFERENCES  |
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| <p><b>2c</b> <u>developing models to explain how humidity, temperature, and altitude affect air pressure and how this affects local weather.</u></p> | <p><b>Student Edition:</b><br/>374-375, 383, 390, 398-399<br/><i>Explore</i> 369, 397</p> <p><b>Teacher Wraparound Edition:</b><br/>AE 369; DI 374, 383; DV 374; FA 377</p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 183-185, 201-202<br/><i>Assessment</i> 93<br/><i>Presentation Toolkit CD-ROM</i><br/><i>Reading and Writing</i> 152-153, 160-161<br/><i>Visual Literacy</i> 57</p>   |
| <p><b>2d</b> <u>identifying composition and layers of earth’s atmosphere.</u></p>  | <p><b>Student Edition:</b><br/>370-371<br/><i>Science Yellow Pages</i> TR52</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 371; DMI 370; DV 371; SB 370</p> <p><b>Leveled Readers:</b><br/>Grade 6 Beyond Level Reader <i>All About the Moon</i></p> <p><b>Teacher’s Resources:</b><br/><i>Assessment</i> 91<br/><i>Presentation Toolkit CD-ROM</i><br/><i>PuzzleMaker CD-ROM</i><br/><i>Reading and Writing</i> 152-153<br/><i>Visual Literacy</i> 53</p> |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <p><b>ESS1 (5-8) POC –3</b><br/>           Explain how earth events (abruptly and over time) can bring about changes in Earth’s surface: landforms, ocean floor, rock features, or climate.</p> |   |
| <p><b>ESS1 (5-6)–3</b><br/>           Students demonstrate an understanding of processes and change over time within earth systems by ...</p>   |   |
| <p><b>3a</b> <u>describing events and the effect they may have on climate (e.g. El Nino, deforestation, glacial melting, and an increase in greenhouse gases).</u></p>                          | <p><b>Student Edition:</b><br/>           411-412<br/> <i>Science Yellow Pages</i> TR53<br/> <b>Teacher Wraparound Edition:</b><br/>           DMI 412; HA 412; SB 408<br/> <b>Leveled Readers:</b><br/>           Grade 6 On Level Reader <i>Earth’s Changing Climate</i><br/>           Grade 6 English Learner Reader <i>Earth’s Changing Climate</i><br/>           Grade 6 Approaching Level Reader <i>Greenhouse Effect</i></p> |
| <p><b>ESS1 (5-8) SAE+ POC –4</b><br/>           Explain the role of differential heating or convection in ocean currents, winds, weather and weather patterns, atmosphere, or climate.</p>      |   |
| <p><b>ESS1 (5-6)–4</b><br/>           Students demonstrate an understanding of processes and change over time within earth systems by ...</p>   |   |
| <p><b>4a</b> <u>explaining how differential heating and convection affect Earth’s weather patterns.</u></p>   | <p><b>Student Edition:</b><br/>           372-376, 388, 400, 408<br/> <i>Quick Lab</i> 373<br/> <i>Lesson Review</i> 377<br/> <b>Teacher Wraparound Edition:</b><br/>           FA 377<br/> <b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 187<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 152-154<br/> <i>Science Quest Weather Patterns</i><br/> <i>Visual Literacy</i> 54, 56</p>           |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <p><b>4b</b> <u>describing how differential heating of the oceans affects ocean currents which in turn influence weather and climate.</u></p> | <p><b>Student Edition:</b><br/>410<br/><i>Quick Lab</i> 391</p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 196<br/><i>Presentation Toolkit CD-ROM</i><br/><i>Visual Literacy</i> 60</p>  |
| <p><b>4c</b> <u>explaining the relationship between differential heating/convection and the production of winds.</u></p>                      | <p><b>Student Edition:</b><br/>374-376<br/><i>Lesson Review</i> 377<br/><i>Explore</i> 397</p> <p><b>Teacher Wraparound Edition:</b><br/>DV 374; FA 377</p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 201-203<br/><i>Presentation Toolkit CD-ROM</i><br/><i>Reading and Writing</i> 154<br/><i>Science Quest Weather Patterns</i></p> |
| <p><b>4d</b> <u>analyzing global patterns of atmospheric movements to explain effects on weather.</u></p>                                     | <p><b>Student Edition:</b><br/>374-376, 382-383, 390, 398-401<br/><i>Lesson Review</i> 377, 403</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 401; DV 374; HA 376</p> <p><b>Teacher’s Resources:</b><br/><i>Presentation Toolkit CD-ROM</i><br/><i>Reading and Writing</i> 154</p>   |
| <p><b>4e</b> <u>predicting temperature and precipitation changes associated with the passing of various fronts.</u></p>                       | <p><b>Student Edition:</b><br/>400-401<br/><i>Lesson Review</i> 403</p> <p><b>Teacher Wraparound Edition:</b><br/>DV 400; FA 403</p> <p><b>Teacher’s Resources:</b><br/><i>Reading and Writing</i> 160-162<br/><i>Visual Literacy</i> 58</p>  |

| STANDARDS  | PAGE REFERENCES   |
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| <p><b>ESS1 (5-8) INQ+ POC –5</b><br/> <i>Using data about a rock’s physical characteristics make and support an inference about the rock’s history and connection to rock cycle.</i></p>                           |   |
| <p><b>ESS1 (5-6)-5</b><br/> <b>Students demonstrate an understanding of processes and change over time by ...</b></p>  |   |
| <p><b>5a</b> <u>representing the processes of the rock cycle in words, diagrams, or models.</u></p>  | <p><b>Student Edition:</b><br/> 318-322<br/> <i>Lesson Review 323</i></p> <p><b>Teacher Wraparound Edition:</b><br/> DI 320; DV 322; FA 323</p> <p><b>Teacher’s Resources:</b><br/> <i>Assessment 77</i><br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing 130</i></p>  |
| <p><b>5b</b> <u>citing evidence and developing a logical argument to explain the formation of a rock, given its characteristics and location. (e.g. classifying rock type using identification resources).</u></p> | <p><b>Student Edition:</b><br/> 318-321<br/> <i>Explore 313</i><br/> <i>Quick Lab 321</i><br/> <i>Lesson Review 323</i></p> <p><b>Teacher Wraparound Edition:</b><br/> DI 318, 320, 321; DMI 318, 322; HA 322</p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book 155-157, 159</i><br/> <i>Presentation Toolkit CD-ROM</i></p> |

| STANDARDS  | PAGE REFERENCES   |
|--|---|
| <p><b>ESS2 - The earth is part of a solar system, made up of distinct parts that have temporal and spatial interrelationships.</b></p>   |   |
| <p><b>ESS2 (5-8) MAS –6</b><br/> <i>Compare and contrast planets based on data provided about size, composition, location, orbital movement, atmosphere, or surface features (includes moons).</i></p> |   |
| <p><b>ESS2 (5-6)-6</b><br/> <b>Students demonstrate an understanding of characteristics of the solar system by ...</b></p>   |   |
| <p><b>6a</b> <u>identifying and comparing the size, location, distances, and movement (e.g. orbit of planets, path of meteors) of the objects in our solar system.</u></p>                             | <p><b>Student Edition:</b><br/> 424-426, 446-447<br/> <i>Be a Scientist</i> 442-443<br/> <i>Quick Lab</i> 449<br/> <i>Math in Science</i> 455</p> <p><b>Teacher Wraparound Edition:</b><br/> AE 445; APK 420; DI 447; DV 424, 426; ELL 450; UV 447</p> <p><b>Leveled Readers:</b><br/> Grade 6 Beyond Level Reader <i>All About the Moon</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Flipchart</i> 49<br/> <i>Activity Lab Book</i> 215, 225-228, 233<br/> <i>Instructional Navigator CD-ROM</i><br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 183-185<br/> <i>Visual Literacy</i> 65</p> |
| <p><b>6b</b> <u>comparing the composition, atmosphere, and surface features of objects in our solar system.</u></p>  | <p><b>Student Edition:</b><br/> 434-435, 448-452</p> <p><b>Teacher Wraparound Edition:</b><br/> DI 435, 451; DMI 450; UV 435</p> <p><b>Leveled Readers:</b><br/> Grade 6 Beyond Level Reader <i>All About the Moon</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 179-181</p>   |

| STANDARDS  | PAGE REFERENCES  |
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| <p><b>ESS2 (5-8) SAE+ POC –8</b><br/> <i>Explain temporal or positional relationships between or among the Earth, sun, and moon (e.g., night/day, seasons, year, tides) or how gravitational force affects objects in the solar system (e.g., moons, tides, orbits, satellites).</i></p> <p><b>ESS2 (5-6)-8 Students demonstrate an understanding of temporal or positional relationships between or among the Earth, sun, and moon by ...</b></p> |  |
| <p><b>8a</b> <u>using models to describe the relative motion/position of the Earth, sun and moon.</u></p>  | <p><b>Student Edition:</b><br/> 436-439<br/> <i>Quick Lab</i> 427, 439<br/> <i>Explore</i> 433<br/> <i>Lesson Review</i> 441</p> <p><b>Teacher Wraparound Edition:</b><br/> EMI 428; FA 441</p> <p><b>Leveled Readers:</b><br/> Grade 6 Beyond Level Reader <i>All About the Moon</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 215, 220-222<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Visual Literacy</i> 63, 64</p> |
| <p><b>8b</b> <u>explaining night/day, seasons, year, and tides as a result of the regular and predictable motion of the Earth, sun, and moon.</u></p>  | <p><b>Student Edition:</b><br/> 424-426, 440<br/> <i>Science Yellow Pages</i> TR54</p> <p><b>Teacher Wraparound Edition:</b><br/> DMI 426, 440; DV 440; SB 439</p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 181<br/> <i>Assessment</i> 106</p>   |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <p><b>8c</b> <u>using a model of the Earth, sun and moon to recreate the phases of the moon.</u></p>  | <p><b>Student Edition:</b><br/>436-437<br/><i>Look and Wonder</i> 432<br/><i>Explore</i> 433</p> <p><b>Teacher Wraparound Edition:</b><br/>AE 433; AM 437; DI 436; ELL 437; FA 441;<br/>WU 432</p> <p><b>Leveled Readers:</b><br/>Grade 6 Beyond Level Reader <i>All About the Moon</i></p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 220-222<br/><i>Assessment</i> 106<br/><i>Presentation Toolkit CD-ROM</i><br/><i>Science in Motion</i> Phases of the Moon<br/><i>Visual Literacy</i> 63</p>                          |
| <p><b>ESS2 (5-6) -8</b><br/><b>Students demonstrate an understanding of gravitational relationships between or among objects of the solar system by ...</b></p> |   |
| <p><b>8d</b> <u>defining the Earth’s gravity as a force that pulls any object on or near the Earth toward its center without touching it.</u></p>               | <p><b>Student Edition:</b><br/>594<br/><i>Focus on Skills</i> 430-431</p> <p><b>Teacher Wraparound Edition:</b><br/>AI 431; UV 594</p> <p><b>Leveled Readers:</b><br/>Grade 6 Approaching Level Reader <i>Changes at Earth’s Surface</i><br/>Grade 6 Beyond Level Reader <i>Einstein, Newton, and Gravity</i><br/>Grade 6 Approaching Level Reader <i>Skates, Bikes, and Rockets</i></p> <p><b>Teacher’s Resources:</b><br/><i>Activity Flipchart</i> 47<br/><i>Activity Lab Book</i> 216-217<br/><i>Instructional Navigator CD-ROM</i></p> |

| STANDARDS  | PAGE REFERENCES  |
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| <p><b>ESS3 - The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time</b></p> |  |
| <p><b>ESS3 (5-6)–9</b><br/> <b>Students demonstrate an understanding of the structure of the universe by ...</b></p>   |  |
| <p>9a describing the apparent motion/position of the objects in the sky. <u>(e.g. constellations, planets).</u></p>  | <p><b>Student Edition:</b><br/> 424, 458-459</p> <p><b>Teacher Wraparound Edition:</b><br/> DMI 424, 426</p> <p><b>Leveled Readers:</b><br/> Grade 6 Approaching Level Reader <i>Finding Our Way</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 175-176, 189-190</p> |
| <p><b>9b</b> identifying the sun as a medium-sized star located near the edge of a disk-shaped galaxy of <u>stars.</u></p>                                       | <p><b>Student Edition:</b><br/> 460, 464, 471, 479#14</p> <p><b>Teacher Wraparound Edition:</b><br/> APK 456; DI 460, 471</p> <p><b>Teacher’s Resources:</b><br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>PuzzleMaker CD-ROM</i></p>  |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <b>Physical Science</b>   |   |
| <b>PS1 - All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size or amount of substance).</b>          |   |
| <b>PS1 (5-8) INQ-1</b><br><i>Investigate the relationships among mass, volume and density.</i>  |   |
| <b>PS1 (5-6)-1</b><br><b>Students demonstrate an understanding of characteristic properties of matter by ...</b>  |   |
| <b>1a</b> <u>comparing the masses of objects of equal volume made of different substances.</u>  | <b>Student Edition:</b><br>490<br><i>Focus On Skills 494-495</i><br><b>Teacher’s Resources:</b><br><i>Activity Flipchart 54</i><br><i>Activity Lab Book 249-252</i><br><i>Instructional Navigator CD-ROM</i><br><i>Visual Literacy 73</i>   |
| <b>PS1 (5-8) INQ+POC –2</b><br><i>Given data about characteristic properties of matter (e.g., melting and boiling points, density, solubility) identify, compare, or classify different substances.</i> |   |
| <b>PS1 (5-6) –2</b><br><b>Students demonstrate an understanding of characteristic properties of matter by ...</b>   |   |
| <b>2a</b> <u>recognizing that different substances have properties, which allow them to be identified regardless of the size of the sample.</u>   | <b>Student Edition:</b><br>490-492<br><i>Explore 487</i><br><i>Quick Lab 491</i><br><i>Science Yellow Pages TR56</i><br><i>Math in Science 509</i><br><b>Teacher Wraparound Edition:</b><br>AE 487; FA 493; SB 488; UV 492<br><b>Leveled Readers:</b><br><i>Grade 6 Approaching Level Reader Amazing Water</i><br><b>Teacher’s Resources:</b><br><i>Activity Lab Book 244-246, 248</i><br><i>Assessment 120</i><br><i>Presentation Toolkit CD-ROM</i><br><i>PuzzleMaker CD-ROM</i><br><i>Visual Literacy 71, 72</i> |

| STANDARDS  | PAGE REFERENCES  |
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| <p><b>2b</b> <u>classifying and comparing substances</u> using characteristic properties (e.g., solid, liquid, gas).</p>   | <p><b>Student Edition:</b><br/>488-492</p> <p><b>Teacher Wraparound Edition:</b><br/>DMI 489; ELL 490; UV 491</p> <p><b>Leveled Readers:</b><br/>Grade 6 Approaching Level Reader <i>Amazing Water</i><br/>Grade 6 Beyond Level Reader <i>Alloys</i></p> <p><b>Teacher’s Resources:</b><br/><i>Presentation Toolkit CD-ROM</i><br/><i>Reading and Writing</i> 205-207, 215-217</p> |
| <p><b>PS1 (5-8) INQ+ SAE – 3</b><br/><i>Collect data or use data provided to infer or predict that the total amount of mass in a closed system stays the same, regardless of how substances interact (conservation of matter).</i></p> |  |
| <p><b>PS1 (5-6)–3</b><br/><b>Students demonstrate an understanding of conservation of matter by ...</b></p>  |  |
| <p><b>3a</b> explaining that regardless of how parts of an object are arranged, the <u>mass of the whole is always the same as the sum of the masses of its parts.</u></p>   | <p><b>Student Edition:</b><br/>525, 543<br/><i>Explore</i> 541</p> <p><b>Teacher Wraparound Edition:</b><br/>FA 547</p> <p><b>Teacher’s Resources:</b><br/><i>Activity Flipchart</i> 59<br/><i>Activity Lab Book</i> 272-274<br/><i>Reading and Writing</i> 228-229<br/><i>Science Activity DVD</i></p>  |
| <p><b>PS1 (5-8) SAE+MAS – 4</b><br/><i>Represent or explain the relationship between or among energy, molecular motion, temperature, and states of matter.</i></p>   |  |
| <p><b>PS1 (5-6) – 4</b><br/><b>Students demonstrate an understanding of states of matter by ...</b></p>  |  |
| <p><b>4a</b> <u>differentiating among the characteristics of solids, liquids, and gases.</u></p>   | <p><b>Student Edition:</b><br/>488-489, 512-518</p> <p><b>Teacher Wraparound Edition:</b><br/>DMI 489; ELL 490</p> <p><b>Leveled Readers:</b><br/>Grade 6 Approaching Level Reader <i>Amazing Water</i></p> <p><b>Teacher’s Resources:</b><br/><i>Presentation Toolkit CD-ROM</i><br/><i>Reading and Writing</i> 205-207, 215-217</p>  |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <p><b>4b</b> predicting the effects of heating and cooling on the physical state, <u>volume and mass</u> of a substance.</p>  | <p><b>Student Edition:</b><br/>           512-518<br/> <i>Lesson Review</i> 493<br/> <i>Look and Wonder</i> 510<br/> <i>Explore</i> 511<br/> <i>Quick Lab</i> 515<br/> <i>Lesson Review</i> 519</p> <p><b>Teacher Wraparound Edition:</b><br/>           AE 511; AM 515; DI 515, 529; DMI 512; FA 519; HA 518</p> <p><b>Leveled Readers:</b><br/>           Grade 6 Approaching Level Reader <i>Amazing Water</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 258-260, 262<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>PuzzleMaker CD-ROM</i><br/> <i>Visual Literacy</i> 75</p>   |
| <p><b>PS1 (5-8) MAS –5</b><br/> <i>Given graphic or written information, classify matter as atom/molecule or element/compound (Not the structure of an atom).</i></p> |   |
| <p><b>PS1 (5-6) – 5</b><br/> <b>Students demonstrate an understanding of the structure of matter by ...</b></p>   |   |
| <p><b>5a</b> distinguishing between solutions, mixtures, and “pure” substances, i.e. compounds and elements.</p>  | <p><b>Student Edition:</b><br/>           498-506, 524-532<br/> <i>Quick Lab</i> 503, 529<br/> <i>Lesson Review</i> 507<br/> <i>Explore</i> 523<br/> <i>Be a Scientist</i> 534-535</p> <p><b>Teacher Wraparound Edition:</b><br/>           AE 523; DI 525; DMI 506. 526; DV 506</p> <p><b>Leveled Readers:</b><br/>           Grade 6 Beyond Level Reader <i>Alloys</i><br/>           Grade 6 Approaching Level Reader <i>Amazing Water</i><br/>           Grade 6 Approaching Level Reader <i>Carbon</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 257, 263-265, 267<br/> <i>Assessment</i> 121<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 209-211, 221-223<br/> <i>Visual Literacy</i> 77</p> |

| STANDARDS  | PAGE REFERENCES  |
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| <p><b>PS 2 - Energy is necessary for change to occur in matter. Energy can be stored, transferred, and transformed, but cannot be destroyed.</b></p>   |  |
| <p><b>PS2 (5-8)-SAE+ POC- 6</b><br/> <i>Given a real-world example, show that within a system, energy transforms from one form to another (i.e., chemical, heat, electrical, gravitational, light, sound, mechanical).</i></p> |  |
| <p><b>PS2 (5-6)- 6</b><br/> <b>Students demonstrate an understanding of energy by...</b></p>   |  |
| <p><b>6a</b> <u>differentiating among the properties</u> of various forms of energy.</p>   | <p><b>Student Edition:</b><br/>620-621</p> <p><b>Teacher Wraparound Edition:</b><br/>AE 615; DI 621; DMI 620; ELL 620; UV 621</p> <p><b>Leveled Readers:</b><br/>Grade 6 On Level Reader <i>Energy Hunter</i><br/>Grade 6 English Learner Level Reader <i>Energy Hunter</i><br/>Grade 6 Beyond Level Reader <i>Powered by the Sun</i></p> <p><b>Teacher’s Resources:</b><br/><i>Presentation Toolkit CD-ROM</i><br/><i>Visual Literacy 92</i></p>  |
| <p><b>6b</b> <u>explaining how energy may be stored in various ways</u> (e.g. batteries, springs, height in terms of potential energy).</p>  | <p><b>Student Edition:</b><br/>618-619<br/><i>Quick Lab</i> 619<br/><i>Lesson Review</i> 623</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 619; DV 618</p> <p><b>Leveled Readers:</b><br/>Grade 6 On Level Reader <i>Do Fossil Fuels Have a Future?</i><br/>Grade 6 English Learner Level Reader <i>Do Fossil Fuels Have a Future?</i><br/>Grade 6 Beyond Level Reader <i>Powered by the Sun</i></p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 322<br/><i>Presentation Toolkit CD-ROM</i></p> |

| STANDARDS  | PAGE REFERENCES  |
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| <p><b>6c</b> <u>describing sound as the transfer of energy through various materials (e.g. solids, liquids, gases).</u></p>                            | <p><b>Student Edition:</b><br/>650-654<br/><i>Look and Wonder</i> 644<br/><i>Quick Lab</i> 651</p> <p><b>Teacher Wraparound Edition:</b><br/>APK 644; DMI 650; ELL 652; FA 655; UV 654</p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 332<br/><i>Assessment</i> 162<br/><i>Presentation Toolkit CD-ROM</i><br/><i>Reading and Writing</i> 275-277<br/><i>Visual Literacy</i> 96</p>   |
| <p><b>PS2 (5-8) INQ+SAE+POC – 7</b><br/><i>Use data to draw conclusions about how heat can be transferred (convection, conduction, radiation).</i></p> |  |
| <p><b>PS2 (5-6) – 7</b><br/><b>Students demonstrate an understanding of heat energy by...</b></p>  |  |
| <p><b>7a</b> <u>identifying real world applications where heat energy is transferred and showing the direction that the heat energy flows.</u></p>     | <p><b>Student Edition:</b><br/>682-687<br/><i>Look and Wonder</i> 680<br/><i>Explore</i> 681<br/><i>Quick Lab</i> 683<br/><i>Lesson Review</i> 689</p> <p><b>Teacher Wraparound Edition:</b><br/>AE 681; DMI 682; ELL 687; EMI 684; UV 686</p> <p><b>Leveled Readers:</b><br/><i>Grade 6 Beyond Level Reader Powered by the Sun</i></p> <p><b>Teacher’s Resources:</b><br/><i>Activity Lab Book</i> 347-348, 351<br/><i>Assessment</i> 165<br/><i>Presentation Toolkit CD-ROM</i><br/><i>PuzzleMaker CD-Rom</i><br/><i>Reading and Writing</i> 291-293<br/><i>Visual Literacy</i> 101, 102</p> |

| STANDARDS  | PAGE REFERENCES  |
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| <b>PS 3 - The motion of an object is affected by forces.</b>   |  |
| <b>PS3 (5-8) INQ+ POC –8</b><br><i>Use data to determine or predict the overall (net effect of multiple forces (e.g., friction, gravitational, magnetic) on the position, speed, and direction of motion of objects.</i> |  |
| <b>PS3 (5-6)–8</b><br><b>Students demonstrate an understanding of motion by...</b>   |  |
| <b>8a</b> using data or graphs to compare the relative speed of objects.   | <b>Student Edition:</b><br>591-593<br><i>Explore 589</i><br><b>Teacher’s Resources:</b><br><i>Activity Lab Book 300-303</i><br><i>Visual Literacy 87</i>   |
| <b>Students demonstrate an understanding of force (e.g., friction, gravitational, magnetic) by...</b>  |  |
| <b>8b</b> <u>recognizing that a force is a push or a pull.</u>   | <b>Student Edition:</b><br>594-600<br><i>Quick Lab 600</i><br><b>Teacher Wraparound Edition:</b><br>DMI 594, 599; DV 594; UV 594, 597, 598<br><b>Leveled Readers:</b><br><i>Grade 6 Approaching Level Reader Skates, Bikes, and Rockets</i><br><b>Teacher’s Resources:</b><br><i>Activity Lab Book 304</i><br><i>Reading and Writing 254</i> |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <p><b>8c</b> <u>explaining that changes in speed or direction of motion are caused by forces.</u></p> | <p><b>Student Edition:</b><br/> 590-600, 606-611<br/> <i>Look and Wonder</i> 588<br/> <i>Lesson Review</i> 601<br/> <i>Explore</i> 604<br/> <i>Be a Scientist</i> 612-613</p> <p><b>Teacher Wraparound Edition:</b><br/> DMI 592; DV 593; FA 601</p> <p><b>Leveled Readers:</b><br/> Grade 6 Approaching Level Reader <i>Skates, Bikes, and Rockets</i></p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Lab Book</i> 304<br/> <i>Assessment</i> 148<br/> <i>Reading and Writing</i> 252-254, 256-258<br/> <i>Visual Literacy</i> 89</p>                       |
| <p><b>8d</b> <u>showing that electric currents and magnets can exert a force on each other.</u></p>   | <p><b>Student Edition:</b><br/> 694-705<br/> <i>Look and Wonder</i> 692<br/> <i>Explore</i> 693<br/> <i>Lesson Review</i> 707<br/> <i>Be a Scientist</i> 708-709</p> <p><b>Teacher Wraparound Edition:</b><br/> DMI 703, 704; DV 702; ELL 704</p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Flipchart</i> 77<br/> <i>Activity Lab Book</i> 352-354, 357-360<br/> <i>Instructional Navigator CD-ROM</i><br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>Reading and Writing</i> 295-297<br/> <i>Science Activity DVD</i><br/> <i>Visual Literacy</i> 104</p> |

| STANDARDS   | PAGE REFERENCES  |
|---|--|
| <p><b>PS3 (5-8) SAE+INQ – Local Assessment Only</b><br/> <i>Experiment, observe, or predict how energy might be transferred by means of waves.</i></p>              |  |
| <p><b>PS3 (5-6) - LA</b><br/> <b>Students demonstrate an understanding of waves by ...</b></p>  |  |
| <p><b>LAa</b> investigate how vibrations in materials (e.g. pebble in a pond, jump rope, slinky) set up wavelike disturbances that spread away from the source.</p> | <p><b>Student Edition:</b><br/>         646-654<br/> <i>Explore</i> 644<br/> <i>Lesson Review</i> 655</p> <p><b>Teacher Wraparound Edition:</b><br/>         DMI 646, 650; EMI 647; WU 644</p> <p><b>Teacher’s Resources:</b><br/> <i>Activity Flipchart</i> 71<br/> <i>Activity Lab Book</i> 328-330<br/> <i>Presentation Toolkit CD-ROM</i><br/> <i>PuzzleMaker CD-ROM</i><br/> <i>Reading and Writing</i> 275-277<br/> <i>Science Activity DVD</i><br/> <i>Visual Literacy</i> 95</p> |