



SCIENCE

An Introduction to the Life, Earth, and Physical Sciences
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STANDARDS		PAGE REFERENCES
<u>GRADE 5</u>		
<u>Standard 1: Nature of Science</u>		
Students identify the components of a system and explain their relationship to the whole. Students read, execute, and give technical instructions.		
Goal 1.1: Understand Systems, Order, and Organization		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.1.1.1	Compare and contrast different systems. (603.01.a)	Student Edition: 47-53, 66-67, 296-306, 307-311, 505-506 <i>MiniLAB</i> 46, 297 <i>Activity</i> 71 <i>Internet Project</i> 206-207 Teacher Wraparound Edition: CB 63; D 37; TFYI 5; VL 96

STANDARDS		PAGE REFERENCES
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.1.2.1	Use observations and data as evidence on which to base scientific explanations and predictions. (603.02a)	Student Edition: 14-26 <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 160-161, 220-221, 246-247, 356-357, 418-419, 472-473
5.S.1.2.2	Explain the difference between observation and inference. (603.02.b)	Student Edition: 10 <i>MiniLAB</i> 10 <i>Activity</i> 11 <i>Skill Handbook</i> 550
5.S.1.2.3	Use models to explain or demonstrate a concept. (603.02.c)	Student Edition: 212-222 <i>Design Your Own Experiment</i> 24-25, 126-127, 302-303, 450-451 <i>MiniLAB</i> 69, 215, 352 <i>Activity</i> 139, 150 <i>Explore Activity</i> 437 Teacher Wraparound Edition: E 245; MM 227, 355; R 109
Goal 1.3: Understand Constancy, Change, and Measurement		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.1.3.1	Analyze changes that occur in and among systems. (603.03.b)	Student Edition: 96-99, 102-111, 124-133, 185-194, 252-258, 320-327 <i>MiniLAB</i> 36 <i>Design Your Own Experiment</i> 78-79, 94-95 <i>Activity</i> 257, 381 Teacher Wraparound Edition: AC 255; FYB 253; IS 17; R 193

STANDARDS	PAGE REFERENCES
5.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (603.03.c)	Student Edition: 115 #16 <i>Activity</i> 183, 271, 326, 478 <i>MiniLAB</i> 267, 477 <i>Using Math</i> 269 <i>Design Your Own Experiment</i> 330-331, 450-451, 472-473 <i>Explore Activity</i> 467, 495 <i>Skill Handbook</i> 558-560 Teacher Wraparound Edition: A 267
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State	
No objectives at this grade level.	
Goal 1.5: Understand Concepts of Form and Function	
Objective(s): By the end of Grade 5, the student will be able to:	
5.S.1.5.1 Explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)	Student Edition: 74-81, 120-122 <i>Explore Activity</i> 3 <i>Design Your Own Experiment</i> 24-25, 126-127 <i>MiniLAB</i> 75 Teacher Wraparound Edition: AC 20; ACT 37; SJ 75; TPK 74; VL 5, 75, 96
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills	
Objective(s): By the end of Grade 5, the student will be able to:	
5.S.1.6.1 Write and analyze questions that can be answered by conducting scientific experiments. (604.01.a)	Student Edition: <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 160-161, 220-221, 246-247, 330-331, 356-357, 418-419, 472-473
5.S.1.6.2 Conduct scientific investigations using a control and a variable. (604.01.b)	Student Edition: 18-26 <i>Design Your Own Experiment</i> 40-41, 78-79, 94-95, 126-127, 160-161, 246-247, 356-357, 418-419, 450-451, 472-473

STANDARDS		PAGE REFERENCES
5.S.1.6.3	Select and use appropriate tools and techniques to gather and display data. (604.01.c)	Student Edition: <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 160-161, 246-247, 330-331, 356-357, 418-419, 450-451, 472-473 <i>Activity</i> 309
5.S.1.6.4	Use evidence to analyze descriptions, explanations, predictions, and models. (604.01.d)	Student Edition: 18-26 <i>Design Your Own Experiment</i> 24-25, 40-41, 94-95, 126-127, 160-161, 220-221, 246-247, 330-331, 356-357, 418-419, 472-473
5.S.1.6.5	State a hypothesis based on observations. (604.01.e)	Student Edition: <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 160-161, 220-221, 246-247, 330-331, 356-357, 418-419 <i>Explore Activity</i> 345 Teacher Wraparound Edition: A 79, 211
5.S.1.6.6	Compare alternative explanations and predictions. (604.01.f)	Student Edition: 212-216, 452-455, 456-461 <i>Design Your Own Experiment</i> 24-25, 356-357, 390-391, 418-419 Teacher Wraparound Edition: A 473
5.S.1.6.7	Communicate scientific procedures and explanations. (604.01.g)	Student Edition: 12 <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 220-221, 330-331, 418-419, 472-473 Teacher Wraparound Edition: A 161, 247, 257, 303

STANDARDS		PAGE REFERENCES
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors		
No objectives at this grade level.		
Goal 1.8: Understand Technical Communication		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.1.8.1	Read and follow technical instructions. (613.02.a)	Student Edition: 173 #18 <i>Design Your Own Experiment</i> 24-25, 40-41, 160-161, 220-221, 330-331, 418-419, 472-473 <i>Using Computers</i> 73 <i>Using Math</i> 229 <i>Internet Project</i> 372-373, 522-523 Teacher Wraparound Edition: GF 247, 523; TTS 83
Standard 2: Physical Science		
Students explain the difference between an element, a mixture, and a compound.		
Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.2.1.1	Describe the differences among elements, compounds, and mixtures. (605.01.a)	Student Edition: 223-229, 235 #18 <i>Activity</i> 226 <i>MiniLAB</i> 228 Teacher Wraparound Edition: CFU 227; FYB 225; RP 224; TC 225; VL 227
5.S.2.1.2	Compare the physical differences among solids, liquids, and gases. (605.01.c)	Student Edition: 238-242, 252-253 <i>MiniLAB</i> 239 Teacher Wraparound Edition: ACT 241; CB 241, 253; RP 254; VL 241, 253
5.S.2.1.3	Explain the nature of physical change and how it relates to physical properties. (605.01.d)	Student Edition: 238-242, 252-258, 261 #17 <i>MiniLAB</i> 228 Teacher Wraparound Edition: A 258, AC 254; CB 253; CFU 256; DIS 254; FYB 253; RP 254

STANDARDS		PAGE REFERENCES
Goal 2.2: Understand Concepts of Motion and Forces		
No objectives at this grade level.		
Goal 2.3: Understand the Total Energy in the Universe is Constant		
No objectives at this grade level.		
Goal 2.4: Understand the Structure of Atoms		
No objectives at this grade level.		
Goal 2.5: Understand Chemical Reactions		
No objectives at this grade level.		
Standard 3: Biology		
Students explain the differences between plant and animal cells. Students understand that plants convert energy. Students know that traits are passed from parents to offspring.		
Goal 3.1: Understand the Theory of Biological Evolution		
No objectives at this grade level.		
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.3.2.1	Communicate how plants convert energy from the sun through photosynthesis. (608.01.a)	Student Edition: 72-73, 87 #16, 87 #20 Teacher Wraparound Edition: CFU 72; SAH 85; VL 72
Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.3.3.1	Compare and contrast the structural differences between plant and animal cells. (606.01.b)	Student Edition: 62-73, 74-77, 86 #15, 87 #2 <i>Explore Activity</i> 61 <i>MiniLAB</i> 69, 75 <i>Activity</i> 71 Teacher Wraparound Edition: CB 76; D 68; E 67; IS 68; R 72; VL 67, 77

STANDARDS	PAGE REFERENCES
5.S.3.3.2 Explain the concept that traits are passed from parents to offspring. (606.01.c)	Student Edition: 90-99, 102-111 Teacher Wraparound Edition: A 111; CB 107; CD 106; CFU 109; DIS 106; E 108; FYB 109; R 109; RP 107; UAA 106; USW 103; VL 107, 109
Standard 4: Earth and Space Systems	
Students describe the dynamic changes that occur on Earth.	
Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems	
Objective(s): By the end of Grade 5, the student will be able to:	
5.S.4.1.1 Describe the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)	Student Edition: 452-455, 456-461, 468-474, 475-480, 503-511, 514-517 <i>Design Your Own Experiment</i> 472-473 Teacher Wraparound Edition: AC 469; CD 515; CFU 454; FYB 452, 457; IQ 457, 469; R 193
Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System	
Objective(s): By the end of Grade 5, the student will be able to:	
5.S.4.2.1 Explain the rock cycle and identify the three classifications of rocks. (609.02.a)	Student Edition: 415-423, 426-431, 435 #1 <i>Explore Activity</i> 405 <i>Science Online</i> 417 <i>Design Your Own Experiment</i> 418-419 <i>Activity</i> 429 <i>Using Computers</i> 431 Teacher Wraparound Edition: B 416; CB 416, 420; CFU 421; D 427; DIS 417; USW 428

STANDARDS		PAGE REFERENCES
Standard 5: Personal and Social Perspectives; Technology		
Students use the scientific method to identify environmental issues.		
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.5.1.1	Identify issues for environmental studies. (611.01.a)	Student Edition: 185-194, 195-199, 205 #2 <i>Science & Society</i> 166-167, 488-489 <i>Activity</i> 183 Teacher Wraparound Edition: A 194; B 191; CFU 198; E 192; FYB 187; IS 17; R 193; SJ 199; VL 192
Goal 5.2: Understand the Relationship between Science and Technology		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.5.2.1	Describe how science and technology are part of a student's life. (610.01.a)	Student Edition: 4-12, 195-199 <i>Science & Society</i> 54-55, 200-201, 250-251, 284-285, 446-447, 512-513 <i>Problem Solving</i> 266 <i>Internet Project</i> 522-523 Teacher Wraparound Edition: CC 497, 505; DIS 51; IQ 8; SJ 199
5.S.5.2.2	List examples of science and technology. (610.01.b)	Student Edition: 4-12 <i>Using Technology</i> 9, 272, 398, 485 <i>Using Computers</i> 73 <i>Science & Society</i> 82-83, 100-101, 338-339 <i>Science Online</i> 483 Teacher Wraparound Edition: AC 193; CB 6, 64, 513; DIS 109

STANDARDS		PAGE REFERENCES
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them		
Objective(s): By the end of Grade 5, the student will be able to:		
5.S.5.3.1	Identify the differences between renewable and nonrenewable resources. (611.03.a)	Student Edition: 176-184, 205 #18 <i>Science Wrap-up</i> 184 <i>Science & Society</i> 338-339, 366-367 Teacher Wraparound Edition: FYB 182
GRADE 6		
Standard 1: Nature of Science		
Students gather evidence to differentiate between predictions, observations, and inferences. Students read, give, and execute technical instructions.		
Goal 1.1: Understand Systems, Order, and Organization		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.1.1.1	Analyze different systems. (618.01.a)	Student Edition: 47-53, 66-67, 296-306, 307-311, 505-506 <i>MiniLAB</i> 46, 297 <i>Activity</i> 71 <i>Internet Project</i> 206-207 Teacher Wraparound Edition: CB 63; D 37; TFYI 5; VL 96
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.1.2.1	Explain how observations and data are used as evidence on which to base scientific explanations and predictions. (618.02.a)	Student Edition: 14-26 <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 160-161, 220-221, 246-247, 356-357, 418-419, 472-473

STANDARDS		PAGE REFERENCES
6.S.1.2.2	Use observations to make inferences. (618.02.b)	<p>Student Edition: 10, 59 #19 <i>MiniLAB</i> 10, 329 <i>Activity</i> 11, 104, 139, 226, 361 <i>Design Your Own Experiment</i> 78-79, 126-127, 450-451, 472-473 <i>Science Journal</i> 211</p> <p>Teacher Wraparound Edition: A 147</p>
6.S.1.2.3	Use models to explain or demonstrate a concept. (618.02.c)	<p>Student Edition: 212-222 <i>Design Your Own Experiment</i> 24-25, 126-127, 302-303, 450-451 <i>MiniLAB</i> 69, 215, 352 <i>Activity</i> 139, 150 <i>Explore Activity</i> 437</p> <p>Teacher Wraparound Edition: E 245; MM 227, 355; R 109</p>
Goal 1.3: Understand Constancy, Change, and Measurement		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.1.3.1	Analyze changes that occur in and among systems. (618.03.b)	<p>Student Edition: 96-99, 102-111, 124-133, 185-194, 252-258, 320-327 <i>MiniLAB</i> 36 <i>Design Your Own Experiment</i> 78-79, 94-95 <i>Activity</i> 257, 381</p> <p>Teacher Wraparound Edition: AC 255; FYB 253; IS 17; R 193</p>
6.S.1.3.2	Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (618.03.c)	<p>Student Edition: 115 #16 <i>Activity</i> 183, 271, 326, 478 <i>MiniLAB</i> 267, 477 <i>Using Math</i> 269 <i>Design Your Own Experiment</i> 330-331, 450-451, 472-473 <i>Explore Activity</i> 467, 495 <i>Skill Handbook</i> 558-560</p> <p>Teacher Wraparound Edition: A 267</p>

STANDARDS		PAGE REFERENCES
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State		
No objectives at this grade level.		
Goal 1.5: Understand Concepts of Form and Function		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.1.5.1	Analyze how the shape or form of an object or system is frequently related to its use and/or function. (618.05.a)	Student Edition: 74-81, 120-122 <i>Explore Activity 3</i> <i>Design Your Own Experiment</i> 24-25, 126-127 <i>MiniLAB 75</i> Teacher Wraparound Edition: AC 20; ACT 37; SJ 75; TPK 74; VL 5, 75, 96
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.1.6.1	Write and analyze questions that can be answered by conducting scientific experiments. (619.02.a)	Student Edition: <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 160-161, 220-221, 246-247, 330-331, 356-357, 418-419, 472-473
6.S.1.6.2	Conduct scientific investigations using a control and variables. Repeat same experiment using alternate variables. (619.02.b)	Student Edition: 18-26 <i>Design Your Own Experiment</i> 40-41, 78-79, 94-95, 126-127, 160-161, 246-247, 356-357, 418-419, 450-451, 472-473
6.S.1.6.3	Select and use appropriate tools and techniques to gather and display data. (619.02.c)	Student Edition: <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 160-161, 246-247, 330-331, 356-357, 418-419, 450-451, 472-473 <i>Activity 309</i>
6.S.1.6.4	Use evidence to analyze data in order to develop descriptions, explanations, predictions, and models. (619.2.d)	Student Edition: 18-26 <i>Design Your Own Experiment</i> 24-25, 40-41, 94-95, 126-127, 160-161, 220-221, 246-247, 330-331, 356-357, 418-419, 472-473

STANDARDS		PAGE REFERENCES
6.S.1.6.5	Test a hypothesis based on observations. (619.02.e)	<p>Student Edition: <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 160-161, 220-221, 246-247, 330-331, 356-357, 418-419 <i>Explore Activity</i> 345</p> <p>Teacher Wraparound Edition: A 79, 211</p>
6.S.1.6.6	Communicate scientific procedures and explanations. (619.02.g)	<p>Student Edition: 12 <i>Design Your Own Experiment</i> 24-25, 40-41, 78-79, 94-95, 126-127, 220-221, 330-331, 418-419, 472-473</p> <p>Teacher Wraparound Edition: A 161, 247, 257, 303</p>
<p>Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors</p>		
<p>No objectives at this grade level.</p>		
<p>Goal 1.8: Understand Technical Communication</p>		
<p>Objective(s): By the end of Grade 6, the student will be able to:</p>		
6.S.1.8.1	Read, give, and execute technical instructions. (628.01a)	<p>Student Edition: 173 #18 <i>Design Your Own Experiment</i> 24-25, 40-41, 160-161, 220-221, 330-331, 418-419, 472-473 <i>Using Computers</i> 73 <i>Using Math</i> 229 <i>Internet Project</i> 372-373, 522-523</p> <p>Teacher Wraparound Edition: GF 247, 523; TTS 83</p>

STANDARDS		PAGE REFERENCES
Standard 2: Physical Science		
Students compare and contrast elements, compounds and mixtures. Students explore the effects of force and energy on objects.		
Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.2.1.1	Compare and contrast the differences among elements, compounds and mixtures. (620.01.a)	Student Edition: 223-229, 235 #18 <i>Activity 226</i> <i>MiniLAB 228</i> Teacher Wraparound Edition: CFU 227; FYB 225; RP 224; TC 225; VL 227
6.S.2.1.2	Define the properties of matter. (620.01.b)	Student Edition: 238-248, 261 #20, 408-412 <i>Explore Activity 211</i> <i>Design Your Own Experiment 220-221, 246-247</i> <i>Using Technology 225</i> <i>Activity 226</i> <i>MiniLAB 239</i> Teacher Wraparound Edition: A 247, 248; D 244; IS 215, 243; VL 238
6.S.2.1.3	Compare densities of equal volumes of a solid, a liquid, or a gas. (619.01.c)	Student Edition: 261 #18 <i>Explore Activity 237</i> <i>MiniLAB 239</i> <i>Using Math 240</i> Teacher Wraparound Edition: A 239, 487; B 240
6.S.2.1.4	Describe the effect of temperature on density. (620.01.c)	Student Edition: 456-458, 483 <i>MiniLAB 458</i> <i>Science Journal 487</i> <i>Skill Builder 487</i> Teacher Wraparound Edition: A 458; CB 240; D 459; MM 483; SB 503; TC 505; TPK 457

STANDARDS	PAGE REFERENCES
6.S.2.1.5 Explain the nature of physical change and how it relates to physical properties (the distance between molecules as water changes from ice to liquid water, and to water vapor). (620.01.d)	Student Edition: 252-254, 261 #17 Teacher Wraparound Edition: CB 253; DIS 254; FYB 253; RP 254; SB 252; VL 253
Goal 2.2: Understand Concepts of Motion and Forces	
Objective(s): By the end of Grade 6, the student will be able to:	
6.S.2.2.1 Describe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. (620.03.d)	Student Edition: 264-268, 269-274, 275-283 <i>Problem Solving</i> 266 <i>MiniLAB</i> 273 Teacher Wraparound Edition: ACT 265; CFU 273; D 278; E 277; R 268; RP 273; SJ 273; TC 278; TPK 265, 276
Goal 2.3: Understand the Total Energy in the Universe is Constant	
No objectives at this grade level.	
Goal 2.4: Understand the Structure of Atoms	
No objectives at this grade level.	
Goal 2.5: Understand Chemical Reactions	
No objectives at this grade level.	
Standard 3: Biology	
Students understand the building blocks of organisms.	
Goal 3.1: Understand the Theory of Biological Evolution	
No objectives at this grade level.	
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems	
No objectives at this grade level.	

STANDARDS		PAGE REFERENCES
Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.3.3.1	Identify the different structural levels of which an organism is comprised (cells, tissues, organs, organ systems, and organisms). (621.01.a)	Student Edition: 36-37, 62-73, 74-81 <i>Science Online</i> 81 Teacher Wraparound Edition: A 81; CB 36, 76, 80; D 37; IS 80; R 80; RP 80; TPK 63; USW 77; VL 80
6.S.3.3.2	Analyze the structural differences between plant and animal cells. (621.01.b)	Student Edition: 62-73, 74-77, 86 #15, 87 #2 <i>Explore Activity</i> 61 <i>MiniLAB</i> 69, 75 <i>Activity</i> 71 Teacher Wraparound Edition: CB 76; D 68; E 67; IS 68; R 72; VL 67, 77
6.S.3.3.3	Describe how traits are passed from parents to offspring. (621.01.c)	Student Edition: 90-99, 102-111 Teacher Wraparound Edition: A 111; CB 107; CD 106; CFU 109; DIS 106; E 108; FYB 109; R 109; RP 107; UAA 106; USW 103; VL 107, 109
Standard 4: Earth and Space Systems		
Students understand and explain the relationship among the systems on Earth, such as solid earth, oceans, atmosphere, and organisms.		
Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.4.1.1	Explain the interactions among the solid earth, oceans, atmosphere, and organisms. (624.01.a)	Student Edition: 452-455, 456-461, 468-474, 475-480, 503-511, 514-517 <i>Design Your Own Experiment</i> 472-473 Teacher Wraparound Edition: AC 469; CD 515; CFU 454; FYB 452, 457; IQ 457, 469; R 193

STANDARDS		PAGE REFERENCES
6.S.4.1.2	Explain the water cycle and its relationship to weather and climate. (624.01.b)	Student Edition: 468-469, 503-511, 514-515 <i>Using Computers</i> 474 Teacher Wraparound Edition: AC 469; CD 515; IQ 469; SJ 510; TC 472, 486; TPK 503; VL 469
6.S.4.1.3	Identify cumulus, cirrus, and stratus clouds and how they relate to weather changes. (624.01.c)	Student Edition: 507, 521 #20 Teacher Wraparound Edition: VL 506
Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System		
No objectives at this grade level.		
Standard 5: Personal and Social Perspectives; Technology		
Students identify issues for environmental studies and understand the difference between renewable and nonrenewable resources.		
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.5.1.1	Identify issues for environmental studies. (626.01.a)	Student Edition: 185-194, 195-199, 205 #2 <i>Science & Society</i> 166-167, 488-489 <i>Activity</i> 183 Teacher Wraparound Edition: A 194; B 191; CFU 198; E 192; FYB 187; IS 17; R 193; SJ 199; VL 192
Goal 5.2: Understand the Relationship between Science and Technology		
Objective(s): By the end of Grade 6, the student will be able to:		
6.S.5.2.1	Describe how science and technology are part of our society. (625.01.a)	Student Edition: <i>Using Technology</i> 9, 181, 244 <i>Science & Society</i> 54-55, 82-83, 100-101, 166-167, 200-201, 230-231, 250-251, 284-285 <i>Problem Solving</i> 105 Teacher Wraparound Edition: CB 105; CD 18; IQ 8

STANDARDS	PAGE REFERENCES
6.S.5.2.2 Describe how science and technology are interrelated. (625.01.b)	Student Edition: 8-9 <i>Using Technology</i> 64, 98, 137, 398, 413 <i>Science & Society</i> 100-101, 338-339, 394-395, 512-513 Teacher Wraparound Edition: AC 506; CB 64, 101; SJ 12; TC 9
	Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them
	Objective(s): By the end of Grade 6, the student will be able to:
6.S.5.3.1 Explain the difference between renewable and nonrenewable resources. (626.03.a)	Student Edition: 176-184, 205 #18 <i>Science Wrap-up</i> 184 <i>Science & Society</i> 338-339, 366-367 Teacher Wraparound Edition: FYB 18