

Science Textbook Correlation Matrices

Grade Six Standards of Learning

Publisher: Glencoe/McGraw-Hill Text/Instructional Material Title: Motion, Forces and Energy, Astronomy, The Water Planet, The Air Around You, and The Nature of Matter

<p>Science Standard</p>	<p>Correlation By Page Numbers Make all correlations using the teacher text. Identify only <i>significant</i> areas of correlation. Use each bullet of the standard in the context of the stem. Please consult the 2003 Science Curriculum Framework for further information about each standard.</p>
<p>6.1 The student will plan and conduct investigations in which</p>	
<p>a) observations are made involving fine discrimination between similar objects and organisms;</p>	<p>The Water Planet: 43, 53, 58–59, 89, 118–119 The Air Around You: 16, 25, 128–131, 132–135 Astronomy: 13, 105 The Nature of Matter: 24, 29, 74, 77, 88–89 Motion, Forces, and Energy: 108, 115, 157</p>
<p>b) a classification system is developed based on multiple attributes;</p>	<p>The Water Planet: 43, 53, 58–59, 89, 139 The Air Around You: 16, 40–42, 128–131, 132–135 Astronomy: 13, 105 The Nature of Matter: 24, 74, 77, 87, 104 Motion, Forces, and Energy: 73</p>
<p>c) precise and approximate measures are recorded;</p>	<p>The Water Planet: 15, 69, 75, 117–118 The Air Around You: 13, 26–27, 38, 53 Astronomy: 94–95, 106, 122, 126–127 The Nature of Matter: 39, 77, 117 Motion, Forces, and Energy: 17, 35, 81, 133</p>
<p>d) scale models are used to estimate distance, volume, and quantity;</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>The Water Planet: 69 The Air Around You: 53, 106 Astronomy: 94–95, 122, 126–127 The Nature of Matter: 117 Motion, Forces, and Energy: 9, 12, 106</p>

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e) hypotheses are stated in ways that identify the independent (manipulated) and dependent (responding) variables;	The Water Planet: 26–27, 118–119, 142, 148–149 The Air Around You: 26–27, 73, 116–117 Astronomy: 93, 126–127 The Nature of Matter: 62–63, 88–89, 116, 118–119 Motion, Forces, and Energy: 25, 65, 81, 137
f) a method is devised to test the validity of predictions and inferences;	The Water Planet: 26–27, 118–119, 142, 148–149 The Air Around You: 26–27, 116–117 Astronomy: 126–127 The Nature of Matter: 62–63, 88–89, 118–119 Motion, Forces, and Energy: 25, 137, 147–148
g) one variable is manipulated over time with many repeated trials;	The Water Planet: 26–27, 69, 118–119, 142 The Air Around You: 26–27, 116–117 Astronomy: 113, 126–127 The Nature of Matter: 62–63, 88–89 Motion, Forces, and Energy: 17, 26–27, 114, 125
h) data are collected, recorded, analyzed, and reported using appropriate metric measurement;	The Water Planet: 69, 75, 117, 118–119 The Air Around You: 26–27, 53, 56–57, 116–117 Astronomy: 60, 94–95, 103, 126–127 The Nature of Matter: 39, 59, 62–63, 77 Motion, Forces, and Energy: 13, 55, 103, 116–117
i) data are organized and communicated through graphical representation (graphs, charts, and diagrams);	The Water Planet: 35, 134, 139, 148–149 The Air Around You: 26–27, 56–57, 103, 116–117 Astronomy: 29, 30–31, 55, 60–61 The Nature of Matter: 44, 69, 104, 118–119 Motion, Forces, and Energy: 13, 18, 148–149, 161

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<p>j) models are designed to explain a sequence; and</p>	<p>The Water Planet: 39, 80, 107, 111, 131, 127 The Air Around You: 19, 56–57, 75, 106 Astronomy: 7, 39, 69, 103 The Nature of Matter: 7, 15, 97 Motion, Forces, and Energy: 7, 17</p>
<p>k) an understanding of the nature of science is developed and reinforced.</p>	<p>The Water Planet: 14, 26–27, 118–119, 142 The Air Around You: 7, 13, 26–27, 73 Astronomy: 29, 93, 108, 126–127 The Nature of Matter: 62–63, 88–89, 116, 118–119 Motion, Forces, and Energy: 24, 41, 73, 137</p>

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<p>6.2 The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include</p>	
<p>a) potential and kinetic energy;</p>	<p>Astronomy: 117–118 The Nature of Matter: 45–46, 82 Motion, Forces, and Energy: 127, 128, 132, 133</p>
<p>b) the role of the sun in the formation of most energy sources on Earth;</p>	<p>The Water Planet: 116, 136 The Air Around You: 17–18, 36 Astronomy: 43, 109 Motion, Forces, and Energy: 139, 143–144</p>
<p>c) nonrenewable energy sources (fossil fuels, including petroleum, natural gas, and coal);</p>	<p>The Water Planet: 131–133, 145, 148–149 The Air Around You: 83 Motion, Forces, and Energy: 140, 148–149</p>
<p>d) renewable energy sources (wood, wind, hydro, geothermal, tidal, and solar); and</p>	<p>The Water Planet: 23 The Air Around You: 17, 66, 111–115 Motion, Forces, and Energy: 142, 143, 144, 147</p>
<p>e) energy transformations (heat/light to mechanical, chemical, and electrical energy).</p>	<p>The Water Planet: 9, 10, 135, 136, 137 The Air Around You: 17–20, 26–27, 83 Astronomy: 43–45 The Nature of Matter: 45–46, 82 Motion, Forces, and Energy: 131, 132, 133–137, 138</p>

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<p>6.3 The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on the Earth’s surface. Key concepts include</p>	
<p>a) the Earth’s energy budget;</p>	<p>The Water Planet: 131–133, 136, 148–149 The Air Around You: 83 Astronomy: 17–20, 83, 84, 114 Motion, Forces, and Energy: 126, 128–130, 139–147, 148–149, 150–151</p>
<p>b) the role of radiation and convection in the distribution of energy;</p>	<p>The Air Around You: 18–20, 21–22, 66, 79–80 Astronomy: 43–45 Motion, Forces, and Energy: 163, 164–165</p>
<p>c) the motion of the atmosphere and the oceans;</p>	<p>The Water Planet: 104–106, 107–109, 110–113, 117 The Air Around You: 12, 21–25, 45, 68 Astronomy: 43–45, 80 Motion, Forces, and Energy: 71–73, 88–89, 146, 164</p>
<p>d) cloud formation; and</p>	<p>The Water Planet: 23 The Air Around You: 40, 41, 42, 46, 47</p>
<p>e) the role of heat energy in weather-related phenomena including thunderstorms and hurricanes.</p>	<p>The Air Around You: 42–43, 45–46, 47–48, 49, 50, 51 Motion, Forces, and Energy: 124, 128, 164</p>

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<p>6.4 The student will investigate and understand that all matter is made up of atoms. Key concepts include</p>	
<p>a) atoms are made up of electrons, protons, and neutrons;</p>	<p>The Nature of Matter: 6–10, 11, 12, 13, 14, 15, 16–17</p>
<p>b) atoms of any element are alike but are different from atoms of other elements;</p>	<p>The Nature of Matter: 9, 18–20, 21, 22, 23, 24</p>
<p>c) elements may be represented by chemical symbols;</p>	<p>The Water Planet: 195–196 The Air Around You: 106, 164–165 Astronomy: 172–173 The Nature of Matter: 19, 20, 22, 24, 26, 104 Motion, Forces, and Energy: 221–222</p>
<p>d) two or more atoms may be chemically combined;</p>	<p>172–173 The Nature of Matter: 25, 26</p>
<p>e) compounds may be represented by chemical formulas;</p>	<p>The opportunity to address this objective is available. See the following: The Air Around You: 83, 84, 106 The Nature of Matter: 25, 26</p>
<p>f) chemical equations can be used to model chemical changes; and</p>	<p>The opportunity to address this objective is available. See the following: The Air Around You: 106 The Nature of Matter: 25, 26, 59, 81–84, 104, 152–158</p>

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g) a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.	The opportunity to address this objective is available. See the following: The Water Planet: 24, 101, 102, 103 The Air Around You: 8, 9, 14 Astronomy: 88 The Nature of Matter: 18–23, 24, 29, 42

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<p>6.5 The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include</p>	
<p>a) water as the universal solvent;</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>The Water Planet: 16–21, 101, 102, 103 The Air Around You: 19, 67 The Nature of Matter: 79</p>
<p>b) the properties of water in all three states;</p>	<p>The Water Planet: 8–9, 10, 23, 24, 25 The Air Around You: 19, 67 The Nature of Matter: 44, 50, 51, 53 Motion, Forces, and Energy: 168, 169, 170, 173</p>
<p>c) the action of water in physical and chemical weathering;</p>	<p>The Water Planet: 37, 39–40</p>
<p>d) the ability of large bodies of water to store heat and moderate climate;</p>	<p>The Water Planet: 11, 14, 106, 107 The Air Around You: 67 Motion, Forces, and Energy: 136, 166, 172–173</p>
<p>e) the origin and occurrence of water on Earth;</p>	<p>The Air Around You: 101 Motion, Forces, and Energy: 142</p>
<p>f) the importance of water for agriculture, power generation, and public health; and</p>	<p>The Water Planet: 16–21, 36, 100 The Air Around You: 19, 66–67 Motion, Forces, and Energy: 142, 143, 146, 171</p>

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g) the importance of protecting and maintaining water resources.	The Water Planet: 20–21, 22–25, 26–27, 55–57, 82, 83 The Air Around You: 19, 98–99, 104–110, 111–115 Motion, Forces, and Energy: 140, 142, 143

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<p>6.6 The student will investigate and understand the properties of air and the structure and dynamics of the Earth’s atmosphere. Key concepts include</p>	
<p>a) air as a mixture of gaseous elements and compounds;</p>	<p>The Water Planet: 24, 102 The Air Around You: 8, 9 The Nature of Matter: 55–57, 108, 109 Motion, Forces, and Energy: 71, 72, 73</p>
<p>b) air pressure, temperature, and humidity;</p>	<p>The Air Around You: 7, 12, 37, 38, 39, 45, 53, 54 The Nature of Matter: 55–57, 58 Motion, Forces, and Energy: 65, 71–73, 158–160, 164–165</p>
<p>c) how the atmosphere changes with altitude;</p>	<p>The Air Around You: 12 The Nature of Matter: 55, 56, 57 Motion, Forces, and Energy: 65, 71, 72, 73</p>
<p>d) natural and human-caused changes to the atmosphere;</p>	<p>The Air Around You: 17–20, 81, 83, 84, 94–102 The Nature of Matter: 55, 56, 57 Motion, Forces, and Energy: 71, 72, 73, 140</p>
<p>e) the relationship of atmospheric measures and weather conditions;</p>	<p>The Water Planet: 24–25 The Air Around You: 42–43, 45–46, 47–51, 52–53, 54 Astronomy: 43–45 The Nature of Matter: 57 Motion, Forces, and Energy: 71–73, 88–89, 167</p>
<p>f) basic information from weather maps including fronts, systems, and basic measurements; and</p>	<p>The Air Around You: 53, 54, 55 Motion, Forces, and Energy: 88–89</p>

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g) the importance of protecting and maintaining air quality.	The Air Around You: 104–106, 107–109, 111–115 Motion, Forces, and Energy: 140, 142, 143, 144

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<p>6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include</p>	
<p>a) the health of ecosystems and the abiotic factors of a watershed;</p>	<p>The Water Planet: 6–12, 24–25 The Air Around You: 19</p>
<p>b) the location and structure of Virginia’s regional watershed systems;</p>	<p>This objective falls outside the scope of Glencoe/McGraw-Hill The Water Planet, The Air Around You, Astronomy, The Nature of Matter, Motion, Forces, and Energy.</p>
<p>c) divides, tributaries, river systems, and river and stream processes;</p>	<p>The Water Planet: 24, 36, 38, 39, 40–41, 43, 88</p>
<p>d) wetlands;</p>	<p>The Water Planet: 51–53, 58–59</p>
<p>e) estuaries;</p>	<p>The Water Planet: 142</p>
<p>f) major conservation, health, and safety issues associated with watersheds; and</p>	<p>The Water Planet: 20–21, 23, 26–27, 54, 55, 56, 57, 76, 143–147 The Air Around You: 81, 82, 83, 96–102, 104–110</p>
<p>g) water monitoring and analysis using field equipment including hand-held technology.</p>	<p>The opportunity to address this objective is available. See the following: The Water Planet: 17–19, 20–21, 56 The Air Around You: 53, 83, 98–99</p>

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<p>6.8 The student will investigate and understand the organization of the solar system and the relationships among the various bodies that comprise it. Key concepts include</p>	
<p>a) the, sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets;</p>	<p>The Water Planet: 24, 115, 116 The Air Around You: 20, 74–75, 79, 80 Astronomy: 71, 74, 76–81, 82–87, 88–89, 90–93, 109–112 Motion, Forces, and Energy: 43, 47, 69</p>
<p>b) relative size of and distance between planets;</p>	<p>Astronomy: 70–71, 76–81, 82–87, 88–89, 94–95, 96–97, 122</p>
<p>c) the role of gravity;</p>	<p>The Water Planet: 37, 39, 43, 71, 115, 116 The Air Around You: 12, 80 Astronomy: 75, 76, 77 Motion, Forces, and Energy: 43, 47</p>
<p>d) revolution and rotation;</p>	<p>The Air Around You: 74–75, 80 Astronomy: 39, 41, 43, 46 Motion, Forces, and Energy: 43, 47</p>
<p>e) the mechanics of day and night and phases of the moon;</p>	<p>Astronomy: 40–41, 43–45, 46, 47, 48–50, 55</p>
<p>f) the unique properties of Earth as a planet;</p>	<p>The Water Planet: 24, 100, 101 The Air Around You: 20, 74–75, 80 Astronomy: 38–39, 40–45, 76, 78, 88 Motion, Forces, and Energy: 139–140, 143, 146</p>

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<p>g) the relationship of the Earth’s tilt and seasons;</p>	<p>The Air Around You: 74–75, 80 Astronomy: 43, 44, 45, 60–61, 82</p>
<p>h) the cause of tides; and</p>	<p>The Water Planet: 113, 114, 115, 116</p>
<p>i) the history and technology of space exploration.</p>	<p>The Air Around You: 11 Astronomy: 15–22, 23–29, 32–33, 56–59, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 90–91, 93, 96–97</p>

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6.9 The student will investigate and understand public policy decisions relating to the environment. Key concepts include	
a) management of renewable resources (water, air, soil, plant life, animal life);	The Water Planet: 20–21, 26–27, 148–149 The Air Around You: 111, 112, 113–115 The Nature of Matter: 130–133 Motion, Forces, and Energy: 142, 143, 144, 147
b) management of nonrenewable resources (coal, oil, natural gas, nuclear power, mineral resources);	The Water Planet: 131–133, 148–149 The Air Around You: 81–84, 111, 112–115 The Nature of Matter: 130–133 Motion, Forces, and Energy: 140, 148–149
c) the mitigation of land-use and environmental hazards through preventive measures; and	The Water Planet: 79, 131–133, 143–147 The Air Around You: 81–84, 11, 112–115 Motion, Forces, and Energy: 140, 141, 142, 143–147
d) cost/benefit tradeoffs in conservation policies.	The Water Planet: 20–21, 26–27, 56, 147 The Air Around You: 111–115 Motion, Forces, and Energy: 140, 143, 143–147

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<p>Additional Criteria</p> <p>The Astronomy title was used to represent all five books in the bundle.</p>	<p>Evidence</p> <p>Please provide information that will assist the reviewers in identifying support for the following criterion indicators.</p>
<p>1. Safe use of materials and equipment is encouraged.</p>	<p>Emphasis on safety begins inside the front cover with a chart of safety symbols and their meanings. All Explore Activities, MiniLABs, and Activities contain safety symbols and safety precautions as needed. . In the teacher’s edition, laboratory safety and chemical storage and disposal are discussed on pages 16T.</p>
<p>2. Materials emphasize the use of effective instructional practices and learning theories.</p> <ul style="list-style-type: none"> • Students are guided through different approaches such as the learning cycle. • Students are provided the opportunity to conduct scientific inquiry appropriate for their age, grade, and maturity. • Concepts are introduced through concrete experiences. • Students are required to use manipulative materials during investigations and activities. • Multiple opportunities are provided for students to apply concepts. • Learning activities offer opportunities for students to revise their prior knowledge and create new knowledge. • Students are encouraged to pose questions and to identify problems, as well as propose multiple solutions and design and conduct tests of inference. • Students collect and interpret data through a variety of technologies and draw conclusions based on that data. 	<p>The teacher wraparound edition is organized around a three-step learning cycle—1. Motivate, 2. Teach, 3. Assess. Each chapter begins with a Foldables-Reading and Study Skills to help students organize information.</p> <p>All chapters and activities are reviewed by teachers for grade-level appropriateness.</p> <p>The Explore Activity at the beginning of each chapter introduces the lesson and ensuing content.</p> <p>MiniLABs and Activities introduce or reinforce content using a wide variety of materials and equipment.</p> <p>Students apply concepts in MiniLABs, Activities, Problem-Solving Activities, Math Skills Activities, and in the Think Critically questions in Section Assessments and Chapter Assessments.</p> <p>Design Your Own Experiment Activities (such as pages 126-127) provide opportunities to use prior knowledge and newly acquired information in order to pose questions, form hypotheses, and design investigations. Data collection and analysis allow students to draw conclusions, create new knowledge, and revise prior knowledge.</p>

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<p>3. Materials present content in an accurate, unbiased manner, and are based on sound science.</p> <ul style="list-style-type: none"> • Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.). • Materials do not contain production errors (misspelled words, word omissions, incorrect answers). • Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately. • The materials are free of non-scientific explanation. 	<p>All Glencoe student and teacher editions are written and edited by content experts. The chapters are verified by fact-checkers. In addition, the books are reviewed and critiqued by teachers of the appropriate grade level, safety consultants, post-secondary level content consultants, and other specialists.</p> <p>All materials are checked for production errors by experienced proofers and production editors.</p> <p>Art and photos reflect diversity according to percentages based on US Census data. Inclusion Strategies in the teacher edition provide alternatives for meeting individual needs. Cultural Diversity features within the teacher edition broaden student awareness.</p> <p>Explanations are based in scientific fact.</p>

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<p>4. Materials promote student assessment as an integral part of the instructional process.</p> <ul style="list-style-type: none">• Assessment suggestions and scoring criteria for student performances on work such as lab practicals or tasks, concept maps, research projects, observation checklists, etc., are provided.• Assessment items include multiple-choice, short answer, essay and open-ended questions with charts, graphs, and diagrams imbedded within the items.• Options include techniques for assessing students' prior knowledge.• Assessment items reflect the rigor and the intent of the standards. For example, they require students to use higher order thinking skills to apply, analyze, synthesize, evaluate, and make judgments or recommendations.	<p>The student and teacher edition contain numerous opportunities for assessment. Student edition: Reading Checks through out, Science Journal, MiniLAB analysis, Conclude and Apply in Activities, Section Assessment, Skill Builder Activities, caption questions, Problem Solving Activity, Chapter Study Guide and Assessment, and Test Practice. Teacher edition: ✓ Assessment (authentic, portfolio, and performance), Discussion, Check for Understanding, and Mini-Quiz. The teacher's edition contains teaching strategies, sample data, and answers to aid teachers in scoring student performance.</p> <p>Chapter Study Guides and Assessments contain a variety of assessment items. For examples see pages 34-37, 64-68, and 98-101.</p> <p>The teacher edition provides opportunities to assess students' prior knowledge in Tie to Prior Knowledge and Identifying Misconceptions.</p> <p>Correlations to Benchmarks and the National Science Standards are presented on teacher edition pages 6T-7T. Students develop and apply higher order thinking skills throughout. For examples, see pages 13, 36-37, 66-67, and 106.</p>

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<p>5. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.</p> <ul style="list-style-type: none">• Materials are organized appropriately within and among units of study.• Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.• Writing style, length of sentences, and vocabulary are appropriate.• Graphics and illustrations are appropriate.• Level of abstraction is appropriate, and real life examples, including careers are provided.• Sufficient applications are provided to promote depth of understanding.	<p>Student edition is reviewed by teachers for grade-level appropriateness. Four major themes of energy, systems and interactions, scale and structure, and stability and change are developed in the student edition and discussed throughout the teacher edition.</p> <p>Each chapter is divided into two to four sections. Each section is organized by titles and subheads that help students outline the main ideas.</p> <p>All chapters were checked for grade-level readability by Swinburne Readability Laboratory.</p> <p>Graphics and illustrations provide age-appropriate information that helps students visualize the abstract (pages 8-9, 10, 17, 24), connect their everyday lives to science (pages 107, 104-105,) and careers (pages 5, 6, 24), and demonstrate applications (pages 42, 48, 122). Note National Geographic Visualizing (pages 19, 52, 73, 124).</p>