

MIDDLE-LEVEL CURRICULUM

A SYNERGISTIC SYSTEM



STANDARDS CORRELATION REPORT

Friday, May 30, 2014

STANDARDS FROM

Virginia | Standards of Learning | Science (2003)

Grade Six



SUMMARY

This report was prepared using the following information:

STANDARD SETS	TITLE SET
Standards Body: Virginia Document: Standards of Learning Subject: Science Version: 2003 Grades: Grade Six	

Please Note

In this report, two categories of curriculum statements are listed: standards and benchmarks. Standards should be read as the parents, with benchmarks being the children. Only the lowest level of statement is considered a benchmark (child). For example, if there are three levels of statements, the top two levels are listed as standards, with the third level being the benchmark. Depending on the specific report being viewed, the accounting of the standards and benchmarks will vary.

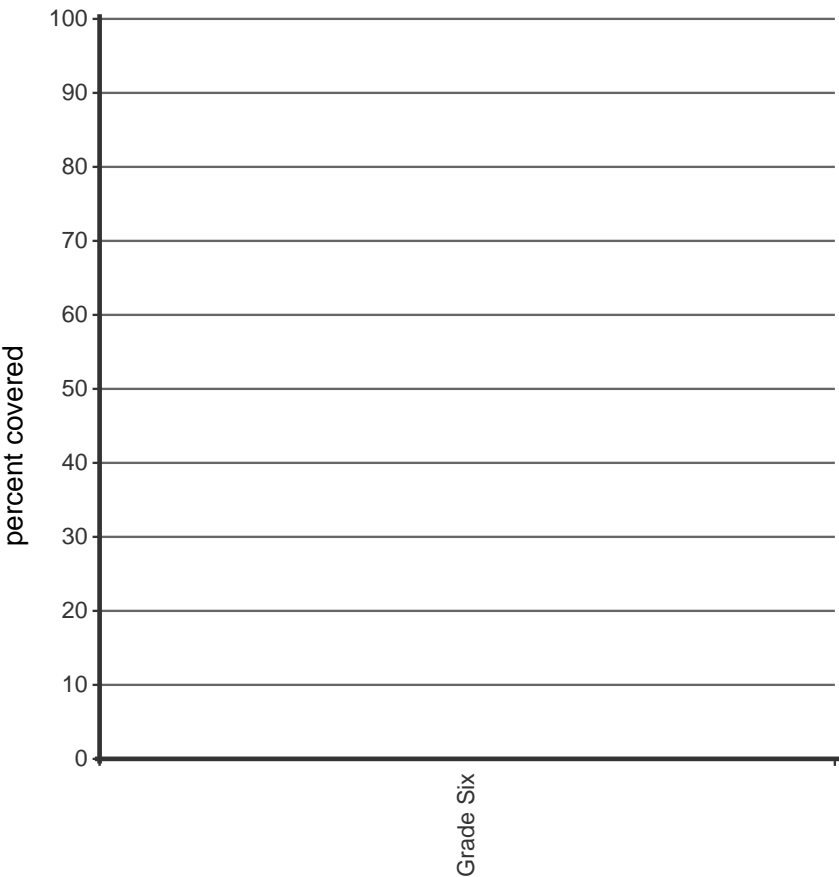
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Grade Six standards covered :0 of 77 (0%)

Standards/Benchmarks Addressed



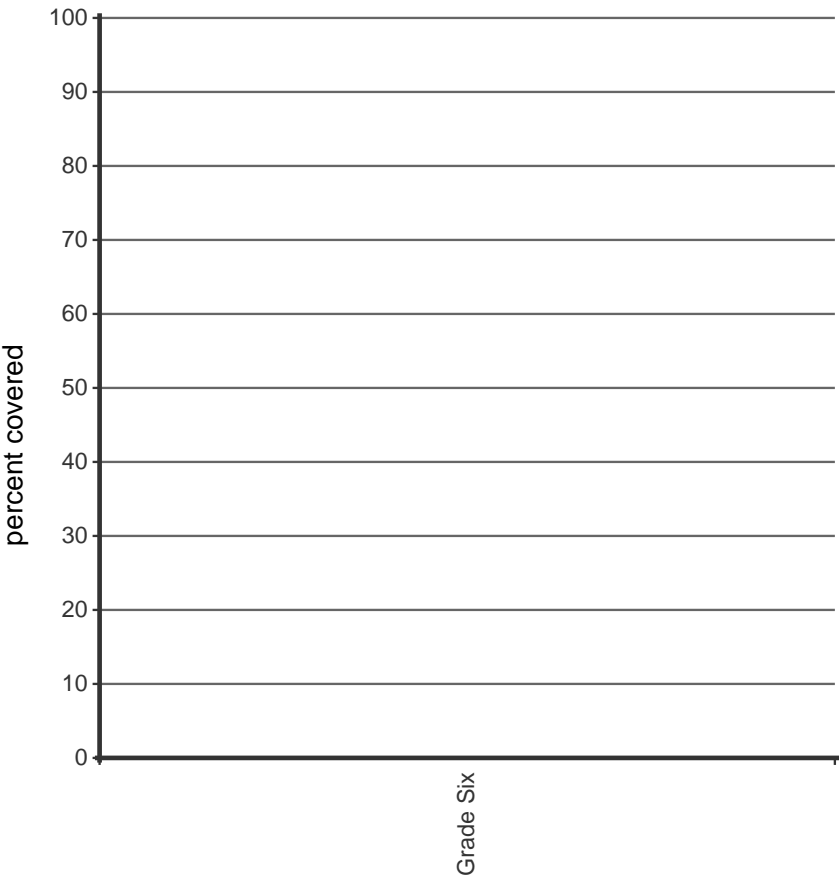
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Grade Six standards covered :0 of 62 (0%)

Benchmarks Addressed



COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set choosen for this report and the the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

Grade Six

- Grade Six standards covered :0 of 77 (0%)
- Grade Six standards covered :0 of 62 (%)

	Grade Six Virginia Standards of Learning Science (2003)
	Scientific Investigation, Reasoning, and Logic
6.1	The student will plan and conduct investigations in which
6.1.a	observations are made involving fine discrimination between similar objects and organisms;
6.1.b	a classification system is developed based on multiple attributes;
6.1.c	precise and approximate measures are recorded;
6.1.d	scale models are used to estimate distance, volume, and quantity;
6.1.e	hypotheses are stated in ways that identify the independent (manipulated) and dependent (responding) variables;
6.1.f	a method is devised to test the validity of predictions and inferences;
6.1.g	one variable is manipulated over time with many repeated trials;
6.1.h	data are collected, recorded, analyzed, and reported using appropriate metric measurement;
6.1.i	data are organized and communicated through graphical representation (graphs, charts, and diagrams);
6.1.j	models are designed to explain a sequence; and

	Grade Six Virginia Standards of Learning Science (2003)
6.1.k	an understanding of the nature of science is developed and reinforced.
	Force, Motion, and Energy
6.2	The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include
6.2.a	potential and kinetic energy;
6.2.b	the role of the sun in the formation of most energy sources on Earth;
6.2.c	nonrenewable energy sources (fossil fuels, including petroleum, natural gas, and coal);
6.2.d	renewable energy sources (wood, wind, hydro, geothermal, tidal, and solar); and
6.2.e	energy transformations (heat/light to mechanical, chemical, and electrical energy).
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
6.3.a	the Earth's energy budget;
6.3.b	the role of radiation and convection in the distribution of energy;
6.3.c	the motion of the atmosphere and the oceans;
6.3.d	cloud formation; and
6.3.e	the role of heat energy in weather-related phenomena including thunderstorms and hurricanes.
	Matter
6.4	The student will investigate and understand that all matter is made up of atoms. Key concepts include
6.4.a	atoms are made up of electrons, protons, and neutrons;

	Grade Six Virginia Standards of Learning Science (2003)
6.4.b	atoms of any element are alike but are different from atoms of other elements;
6.4.c	elements may be represented by chemical symbols;
6.4.d	two or more atoms may be chemically combined;
6.4.e	compounds may be represented by chemical formulas;
6.4.f	chemical equations can be used to model chemical changes; and
6.4.g	a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.
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
6.5.a	water as the universal solvent;
6.5.b	the properties of water in all three states;
6.5.c	the action of water in physical and chemical weathering;
6.5.d	the ability of large bodies of water to store heat and moderate climate;
6.5.e	the origin and occurrence of water on Earth;
6.5.f	the importance of water for agriculture, power generation, and public health; and
6.5.g	the importance of protecting and maintaining water resources.
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
6.6.a	air as a mixture of gaseous elements and compounds;
6.6.b	air pressure, temperature, and humidity;
6.6.c	how the atmosphere changes with altitude;

	Grade Six Virginia Standards of Learning Science (2003)
6.6.d	natural and human-caused changes to the atmosphere;
6.6.e	the relationship of atmospheric measures and weather conditions;
6.6.f	basic information from weather maps including fronts, systems, and basic measurements; and
6.6.g	the importance of protecting and maintaining air quality.
	Living Systems
6.7	The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include
6.7.a	the health of ecosystems and the abiotic factors of a watershed;
6.7.b	the location and structure of Virginia's regional watershed systems;
6.7.c	divides, tributaries, river systems, and river and stream processes;
6.7.d	wetlands;
6.7.e	estuaries;
6.7.f	major conservation, health, and safety issues associated with watersheds; and
6.7.g	water monitoring and analysis using field equipment including hand-held technology.
	Interrelationships in Earth/Space Systems
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
6.8.a	the, sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets;
6.8.b	relative size of and distance between planets;
6.8.c	the role of gravity;

	Grade Six Virginia Standards of Learning Science (2003)
6.8.d	revolution and rotation;
6.8.e	the mechanics of day and night and phases of the moon;
6.8.f	the unique properties of Earth as a planet;
6.8.g	the relationship of the Earth's tilt and seasons;
6.8.h	the cause of tides; and
6.8.i	the history and technology of space exploration.
	Resources
6.9	The student will investigate and understand public policy decisions relating to the environment. Key concepts include
6.9.a	management of renewable resources (water, air, soil, plant life, animal life);
6.9.b	management of nonrenewable resources (coal, oil, natural gas, nuclear power, mineral resources);
6.9.c	the mitigation of land-use and environmental hazards through preventive measures; and
6.9.d	cost/benefit tradeoffs in conservation policies.

COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

This section of the reports lists each curriculum statement in the set chosen for this report and the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

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