

**Grade 6**

Science Standards Correlations

*For the*

SRP Water In-Service Tours and Workshops

Please note: Science standards correlations are based upon the

Arizona Department of Education's Science Standard Crosswalk

[www.ade.state.az.us/standards/science/articulated.asp](http://www.ade.state.az.us/standards/science/articulated.asp)**Grade 6, Strand 1  
Inquiry Process****Concept One – Observations, Questions & Hypotheses**

<b>Coding</b>	<b>Performance Objective</b>
SC06-S1C1-01	Differentiate among a question, hypothesis, and prediction.
SC06-S1C1-02	Formulate questions based on observations that lead to the development of a hypothesis. (See M06-S2C1-01)
SC06-S1C1-03	Locate research information, not limited to a single source, for use in the design of a controlled investigation.(See W-E8-01)
SC06-S1C1-01	Differentiate among a question, hypothesis, and prediction.
SC06-S1C1-02	Formulate questions based on observations that lead to the development of a hypothesis. (See M06-S2C1-01)
SC06-S1C1-03	Locate research information, not limited to a single source, for use in the design of a controlled investigation. (See W-E8-01)

**Concept Two – Scientific Testing (Investigating & Modeling)**

<b>Coding</b>	<b>Performance Objective</b>
SC06-S1C2-04	Perform measurements using appropriate scientific tools (e.g., balances, microscopes, probes, micrometers). (See M06-S4C4-02)
SC06-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs.

**Concept Three – Analysis & Conclusions**

<b>Coding</b>	<b>Performance Objective</b>
SC06-S1C3-01	Analyze data obtained in a scientific investigation to identify trends. (See M06-S2C1-03)
SC06-S1C3-03	Evaluate the observations and data reported by others.
SC06-S1C3-04	Interpret simple tables and graphs produced by others.
SC06-S1C3-05	Analyze the results from previous and/or similar investigations to verify the results of the current investigation.
SC06-S1C3-06	Formulate new questions based on the results of a completed investigation.

**Concept Four – Communication**

<b>Coding</b>	<b>Performance Objective</b>
SC06-S1C4-02	Display data collected from a controlled investigation. (See M06-S2C1-02)
SC06-S1C4-03	Communicate the results of an investigation with appropriate use of qualitative and quantitative information. (See W-E6-PO1)
SC06-S1C4-05	Communicate the results and conclusion of the investigation.

## Grade 6, Strand 2

### Concept Two – Nature of Scientific Process

Coding	Performance Objective
SC06-S2C2-01	Describe how science is an ongoing process that changes in response to new information and discoveries.
SC06-S2C2-02	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
SC06-S2C2-03	Apply the following scientific processes to other problem solving or decision making situations: <ul style="list-style-type: none"> <li>• observing</li> <li>• questioning</li> <li>• communicating</li> <li>• comparing</li> <li>• measuring</li> <li>• classifying</li> <li>• predicting</li> <li>• organizing data</li> <li>• inferring</li> <li>• generating hypotheses</li> <li>• identifying variables</li> </ul>

## Grade 6, Strand 3

### Science in Personal and Social Perspectives

#### Concept One: Changes in Environments

Coding	Performance Objective
SC06-S3C1-02	Describe how people plan for, and respond to, the following natural disasters: <ul style="list-style-type: none"> <li>▪ drought</li> <li>▪ flooding</li> <li>▪ tornadoes</li> </ul>

#### Concept Two: Science & Technology in Society

Coding	Performance Objective
SC06-S3C2-01	Propose viable methods of responding to an identified need or problem.
SC06-S3C2-02	Compare possible solutions to best address an identified need or problem.
SC06-S3C2-03	Design and construct a solution to an identified need or problem using simple classroom materials.
SC06-S3C2-04	Describe a technological discovery that influences science.

**Grade 6, Strand 4  
Life Sciences**

**Concept One: Structure & Function in Living Systems**

<b>Coding</b>	<b>Performance Objective</b>
SC06-S4C1-01	Explain the importance of water to organisms.

**Concept Three: Populations of Organisms in an Ecosystem**

<b>Coding</b>	<b>Performance Objective</b>
SC06-S4C3-01	Explain that sunlight is the major source of energy for most ecosystems. (See Strand 5 Concept 3 and Strand 6 Concept 2)
SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: <ul style="list-style-type: none"> <li>• water quality</li> <li>• climate</li> <li>• population density</li> <li>• smog</li> </ul>

**Grade 6, Strand 6  
Earth and Space Science**

**Concept One: Structure of the Earth**

<b>Coding</b>	<b>Performance Objective</b>
SC06-S6C1-02	Explain the composition, properties, and structure of the Earth's lakes and rivers.
SC06-S6C1-04	Analyze the interactions between the Earth's atmosphere and the Earth's bodies of water (water cycle).
SC06-S6C1-05	Describe ways scientists explore the Earth's atmosphere and bodies of water. (See Strand 2 Concept 1)

**Concept Two: Earth's Processes & Systems**

<b>Coding</b>	<b>Performance Objective</b>
SC06-S6C2-01	Explain how water is cycled in nature.
SC06-S6C2-02	Identify the distribution of water within or among the following: <ul style="list-style-type: none"> <li>• atmosphere</li> <li>• lithosphere</li> <li>• hydrosphere</li> </ul>
SC06-S6C2-03	Analyze the effects that bodies of water have on the climate of a region.