**SOUTH CAROLINA SCIENCE ACADEMIC STANDARDS** | **PAGE (S) WHERE TAUGHT**
---|---
Scientific Inquiry | (If submission is not a text, cite appropriate resource(s))

Standard 6-1: The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

**6-1.1 Use appropriate tools and instruments (including a spring scale, beam balance, barometer, and sling psychrometer) safely and accurately when conducting a controlled scientific investigation.**

| **From Bacteria to Plants** | SE/TE: 182 - 183 |
| **Animals** | SE/TE: 46, 197 |
| **Weather and Climate** | SE/TE: 12 -13, 18, 56 |
| **Electricity and Magnetism** | SE/TE: 168 – 169 |
| **Motion, Forces and Energy** | SE/TE: 80,128,132 |

**TR:**

- **From Bacteria to Plants**
  - All in one Teacher Resources, Lab Safety Teacher Notes, Lab Safety Rules, Lab Safety Symbols, Lab Safety Contract
- **Animals**
  - All in one Teacher Resources, Lab Safety Teacher Notes, Lab Safety Rules, Lab Safety Symbols, Lab Safety Contract
- **Weather and Climate**
  - All in one Teacher Resources, Lab Safety Teacher Notes, Lab Safety Rules, Lab Safety Symbols, Lab Safety Contract
- **Electricity and Magnetism**
  - All in one Teacher Resources, Lab Safety Teacher Notes, Lab Safety Rules, Lab Safety Symbols, Lab Safety Contract
- **Motion, Forces and Energy**
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<td>Motion, Forces and Energy iText Skills Handbook</td>
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<tr>
<td>6-1.2 Differentiate between observation</td>
<td>From Bacteria to Plants SE/TE: 4, 14, 19 - 20, 25, 30, 38, 40, 48, 50, 53, 58,</td>
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<td>and inference during the analysis and</td>
<td>74, 79, 82, 88, 91, 94, 102, 104, 106, 125 - 126, 128, 134, 138, 143, 149, 158,</td>
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<td>interpretation of data.</td>
<td>160, 163, 180, 185</td>
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<td></td>
<td>Animals SE/TE: 4 – 5, 15 – 16, 18, 26, 33, 38 – 39, 40, 47, 55, 60 – 62, 80,</td>
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<td>Weather and Climate SE/TE: 4, 6, 12 – 13, 22, 42, 51 – 53, 59, 61, 63, 75, 80,</td>
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<td>Electricity and Magnetism SE/TE: 34, 38, 44, 80, 83, 85, 92 – 93, 108, 123,</td>
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<td>Motion, Forces and Energy SE/TE: 25, 48, 93, 119, 153, 180</td>
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<td>All in one Teacher Resources, Labs and Activities</td>
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<td>All in one Teacher Resources, Labs and Activities</td>
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<td>Weather and Climate</td>
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<td>Motion, Forces and Energy</td>
<td>All in one Teacher Resources, Labs and Activities</td>
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<td>TECH: From Bacteria to Plants</td>
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<td>Electricity and Magnetism</td>
<td>iText</td>
</tr>
<tr>
<td>Motion, Forces and Energy</td>
<td>iText</td>
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</tbody>
</table>

6-1.3 Classify organisms, objects, and materials according to their physical characteristics by using a dichotomous key.

From Bacteria to Plants
SE/TE: 16 - 24

TR: From Bacteria to Plants
Guided Reading & Study Worksheet: Classification

TECH: From Bacteria to Plants
iText CH1
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</table>
| 6-1.3 Use a technological design process to plan and produce a solution to a problem or a product (including identifying a problem, designing a solution or a product, implementing the design, and evaluating the solution or the product). | **From Bacteria to Plants**  
SE/TE: 11, 15, 38, 54, 58, 72, 87, 96, 120, 168, 186 - 187  
**Animals**  
SE/TE: 18, 33, 38 – 39, 46, 61, 93, 127, 141, 155, 164 - 165  
**Weather and Climate**  
SE/TE: 27, 41, 116  
**Electricity and Magnetism**  
SE/TE: 4, 20, 32, 58, 106  
**Motion, Forces and Energy**  
SE/TE: 17, 41, 63, 81, 89, 123, 157, 165, 175 |

| TR: From Bacteria to Plants  
All in one Teacher Resources, Labs and Activities  
Animals  
All in one Teacher Resources, Labs and Activities  
Weather and Climate  
All in one Teacher Resources, Labs and Activities  
Electricity and Magnetism  
All in one Teacher Resources, Labs and Activities  
Motion, Forces and Energy  
All in one Teacher Resources, Labs and Activities | |

| TECH: From Bacteria to Plants  
iText Skills Handbook  
Animals  
iText Skills Handbook  
Weather and Climate  
iText Skills Handbook  
Electricity and Magnetism  
iText Skills Handbook | |
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</table>
| 6-1.4 Use appropriate safety procedures when conducting investigations. | **From Bacteria to Plants**  
SE/TE: 200 – 201  
**Animals**  
SE/TE: 202 - 203  
**Weather and Climate**  
SE/TE: 172 - 173  
**Electricity and Magnetism**  
SE/TE: 168 – 169 |
| TR: | **From Bacteria to Plants**  
All in one Teacher Resources, Lab Safety  
Teacher Notes, Lab Safety Rules, Lab Safety Symbols, Lab Safety Contract  
**Animals**  
All in one Teacher Resources, Lab Safety  
Teacher Notes, Lab Safety Rules, Lab Safety Symbols, Lab Safety Contract  
**Weather and Climate**  
All in one Teacher Resources, Lab Safety  
Teacher Notes, Lab Safety Rules, Lab Safety Symbols, Lab Safety Contract  
**Electricity and Magnetism**  
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Teacher Notes, Lab Safety Rules, Lab Safety Symbols, Lab Safety Contract  
**Motion, Forces and Energy**  
All in one Teacher Resources, Lab Safety  
Teacher Notes, Lab Safety Rules, Lab Safety Symbols, Lab Safety Contract |
| TECH: | **From Bacteria to Plants**  
iText, Skills Handbook  
**Animals**  
iText, Skills Handbook  
**Weather and Climate**  
iText, Skills Handbook  
**Electricity and Magnetism**  
iText, Skills Handbook  
**Motion, Forces and Energy**  
iText, Skills Handbook |
### SOUTH CAROLINA SCIENCE ACADEMIC STANDARDS

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**Structures, Processes, and Responses of Plants**

**Standard 6-2:** The student will demonstrate an understanding of structures, processes, and responses of plants that allow them to survive and reproduce. (Life Science)

**Indicators**

6-2.1 Summarize the characteristics that all organisms share (including the obtainment and use of resources for energy, the response to stimuli, the ability to reproduce, and process of physical growth and development).

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<th>From Bacteria to Plants</th>
<th>SE/TE: 4 - 15</th>
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<td>Animals</td>
<td>SE/TE: 4 - 9</td>
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**TR:**

- Animals
  - LabZone Chapter 1 Project

**TECH:**

- From Bacteria to Plants
  - iText CH 1
- Animals
  - iText CH1

6-2.2 Recognize the hierarchical structure of the classification (taxonomy) of organisms (including the seven major levels or categories of living things—namely, kingdom, phylum, class, order, family, genus, and species).

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<tr>
<th>From Bacteria to Plants</th>
<th>SE/TE: 16 - 29</th>
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<td>Animals</td>
<td>SE/TE: 10 – 11, 111</td>
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**TR:**

- From Bacteria to Plants
  - CH1 LabZone Skills Activity, phschool.com ced-1012

**TECH:**

- From Bacteria to Plants
  - iText CH 1
- Animals
  - iText CH1, CH 3
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</table>
| 6-2.3 Compare the characteristic structures of various groups of plants (including vascular or nonvascular, seed or spore-producing, flowering or cone-bearing, and monocot or dicot). | From Bacteria to Plants  
TR:  
From Bacteria to Plants  
Transparency A33, Skills lab (242 – 243), Guided Reading and Worksheet (237 – 239)  
TECH:  
From Bacteria to Plants  
iText CH 4; scilinks.org scn-0143 |
| 6-2.4 Summarize the basic functions of the structures of a flowering plant for defense, survival, and reproduction. | From Bacteria to Plants  
SE/TE: 151 - 164  
TR:  
From Bacteria to Plants  
Guided Reading & Worksheet (297 – 299), Transparency A45, A46, A47, Skills Lab (302 – 304), phschool.com cep-1053  
TECH:  
From Bacteria to Plants  
iText CH 4 |
| 6-2.5 Summarize each process in the life cycle of flowering plants (including germination, plant development, fertilization, and seed production). | From Bacteria to Plants  
SE/TE: 151 - 164  
TR:  
From Bacteria to Plants  
Guided Reading & Worksheet (297 – 299), Transparency A45, A46, A47, Skills Lab (302 – 304)  
TECH:  
From Bacteria to Plants  
iText CH 4 |
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<tr>
<td>6-2.6 Differentiate between the processes of sexual and asexual reproduction of flowering plants.</td>
<td>From Bacteria to Plants SE/TE: 155</td>
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<tr>
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<td>TR: From Bacteria to Plants Transparency A 46</td>
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<td>TECH: From Bacteria to Plants iText CH 4</td>
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<tr>
<td>6-2.7 Summarize the processes required for plant survival (including photosynthesis, respiration, and transpiration).</td>
<td>From Bacteria to Plants SE/TE: 106 - 109, 114 - 120, 126</td>
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<tr>
<td></td>
<td>TR: From Bacteria to Plants phschool.com cep-1042</td>
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<td>TECH: From Bacteria to Plants iText CH 4</td>
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<tr>
<td>6-2.8 Explain how plants respond to external stimuli (including dormancy and the forms of tropism known as phototropism, gravitropism, hydrotropism, and thigmotropism).</td>
<td>From Bacteria to Plants SE/TE: 160 - 164</td>
</tr>
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<td>TR: From Bacteria to Plants Transparency A48, Guided reading &amp; Study Worksheet: Plant Responses and Growth</td>
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<td>TECH: From Bacteria to Plants iText CH 5</td>
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<td>6-2.9 Explain how disease-causing fungi can affect plants.</td>
<td>From Bacteria to Plants SE/TE: 93 - 94</td>
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<td>TECH: From Bacteria to Plants iText CH 3</td>
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<tr>
<td>Standard 6-3: The student will demonstrate an understanding of structures, processes, and responses of animals that allow them to survive and reproduce. (Life Science)</td>
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<tr>
<td>Indicators</td>
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</table>
| 6-3.1 Compare the characteristic structures of invertebrate animals (including sponges, segmented worms, echinoderms, mollusks, and arthropods) and vertebrate animals (fish, amphibians, reptiles, birds, and mammals). | **Animals**
TR: **Animals**
Guided Reading and Study Worksheet (183 – 185), scilinks.org scn-0231
TECH: **Animals**
iText CH 1 - 4 |
| 6-3.2 Summarize the basic functions of the structures of animals that allow them to defend themselves, to move, and to obtain resources. | **Animals**
TR: **Animals**
scilinks.org scn-0212, Guided Reading & Study Worksheet (55-56)
TECH: **Animals**
iText CH 1 - 5 |
| 6-3.3 Compare the response that a warm-blooded (endothermic) animal makes to a fluctuation in environmental temperature with the response that a cold-blooded (ectothermic) animal makes to such a fluctuation. | **Animals**
SE/TE: 82 – 83, 87, 94, 100, 119, 122, 133, 134, |
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<td>TR: Animals</td>
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<td>iText CH 3 - 4</td>
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<tr>
<td>6-3.4 Explain how environmental stimuli cause physical responses in animals (including shedding, blinking, shivering, sweating, panting, and food gathering).</td>
<td>Animals SE/TE: 84 – 85, 150 - 151</td>
</tr>
<tr>
<td>TR: Animals</td>
<td>Skills Lab 188 - 189</td>
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<td>TECH: Animals</td>
<td>iText CH 3, 5</td>
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<tr>
<td>6-3.5 Illustrate animal behavioral responses (including hibernation, migration, defense, and courtship) to environmental stimuli.</td>
<td>Animals SE/TE: 148 – 154, 157 - 169</td>
</tr>
<tr>
<td>TR: Animals</td>
<td>Transparency B43, B44, scilinks.org scn-0251</td>
</tr>
<tr>
<td>TECH: Animals</td>
<td>iText CH 5</td>
</tr>
<tr>
<td>6-3.6 Summarize how the internal stimuli (including hunger, thirst, and sleep) of animals ensure their survival.</td>
<td>Animals SE/TE: 152, 121</td>
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<td>TR: Animals</td>
<td>Transparency B44</td>
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<td>6-3.7 Compare learned to inherited behaviors in animals.</td>
<td>Animals&lt;br&gt;SE/TE: 148 – 154, 156 - 165&lt;br&gt;TR: Animals&lt;br&gt;Transparency B44, scilinks.org scn-0251, Guided Reading and Study Worksheet: What is Behavior?</td>
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<tr>
<td>Earth’s Atmosphere and Weather</td>
<td>Weather and Climate&lt;br&gt;SE/TE: 6 – 9, 11, 16 – 21, 38, 135 – 141, 54 - 60&lt;br&gt;TR: Weather and Climate&lt;br&gt;Guided Reading and Study Worksheet (63 – 65), Transparency I6, I7, phschool.com cfd-4013&lt;br&gt;TECH: Weather and Climate&lt;br&gt;iText CH 1, 2, 4</td>
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</table>
| 6-4.1 Compare the composition and structure of Earth’s atmospheric layers (including the gases and differences in temperature and pressure within the layers). | Weather and Climate<br>SE/TE: 54 – 65, 112 – 113, 118 – 121, 178 From Bacteria to Plants<br>SE/TE: 106 - 107
| SOUTH CAROLINA SCIENCE ACADEMIC STANDARDS | PAGE (S) WHERE TAUGHT  
(If submission is not a text, cite appropriate resource(s)) |
|-----------------------------------------|-------------------------------------------------------------|
| 6-4.3 Classify shapes and types of clouds according to elevation and their associated weather conditions and patterns. | Weather and Climate  
SE/TE: 57 – 65, 92 - 102 |
| 6-4.4 Summarize the relationship of the movement of air masses, high and low pressure systems, and frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather conditions. | Weather and Climate  
SE/TE: 70 – 89, 92 – 104, 106 - 117 |
| 6-4.5 Use appropriate instruments and tools to collect weather data (including wind speed and direction, air temperature, humidity, and air pressure). | Weather and Climate  
SE/TE: 10 – 13, 18, 43, 46 – 53, 55 – 56, 73 - 74 |

TR:  
Weather and Climate  
Transparency I18, phschool.com cfp-4024

TECH:  
Weather and Climate  
 iTText CH2, 4  
From Bacteria to Plants  
 iTText CH 4

TR:  
Weather and Climate  
Transparency I20

TECH:  
Weather and Climate  
 iTText CH 2

TR:  
Weather and Climate  
Transparency I23, I24,  
 TECH:  
Weather and Climate  
 iTText CH 3, 4; phschool.com cfp-4031

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| 6-4.6 Predict weather conditions and patterns based on weather data collected from direct observations and measurements, weather maps, satellites, and radar. | **Weather and Climate**  
SE/TE: 55 – 67, 70 – 83, 92 - 105  
**TR:**  
Weather and Climate  
Transparency I20, I35,  
**TECH:**  
Weather and Climate  
iText CH 2, 3; phschool.com cfp-4012, |
| 6-4.7 Explain how solar energy affects Earth’s atmosphere and surface (land and water). | **Weather and Climate**  
SE/TE: 36 – 39, 133 - 139  
**TR:**  
Weather and Climate  
Transparency I10, I11, I12,  
**TECH:**  
Weather and Climate  
iText CH 2, 3; phschool.com cfd-4033, cfh-4030 |
| 6-4.8 Explain how convection affects weather patterns and climate. | **Weather and Climate**  
SE/TE:44 - 52  
**TR:**  
Weather and Climate  
Transparency I14  
**TECH:**  
Weather and Climate  
iText CH 2; scilinks.org scn-0921 |
| 6-4.9 Explain the influence of global winds and the jet stream on weather and climatic conditions. | **Weather and Climate**  
SE/TE: 49 – 52, 75 |
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<td>Conservation of Energy</td>
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<tr>
<td>Standard 6-5: The student will demonstrate an understanding of the law of conservation of energy and the properties of energy and work. (Physical Science)</td>
<td></td>
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<tr>
<td>Indicators</td>
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</table>
| 6-5.1 Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy. | **Electricity and Magnetism**  
  **Animals**  
  SE/TE: 84 - 85 |
|                                           | **TR:** **Electricity and Magnetism**  
  All in one Teacher Reference Consumer Lab (134 – 137) |
|                                           | **TECH:** **Electricity and Magnetism**  
  iTex CH 2, 3  
  **Animals**  
  iTex CH 3 |
| 6-5.2 Explain how energy can be transformed from one form to another (including the two types of mechanical energy, potential and kinetic, as well as chemical and electrical energy) in accordance with the law of conservation of energy. | **Electricity and Magnetism**  
|                                           | **TR:** **Electricity and Magnetism**  
  Guided Reading and Study Worksheet:  
  Electricity, Magnetism and Motion,  
  Transparency N40, N41 |
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<tr>
<td>6-5.3 Explain how magnetism and electricity are interrelated by using descriptions, models, and diagrams of electromagnets, generators, and simple electrical motors.</td>
<td><strong>Electricity and Magnetism</strong>&lt;br&gt;SE/TE: 6 – 59, 78 – 89, 94 - 105</td>
</tr>
<tr>
<td>6-5.4 Illustrate energy transformations (including the production of light, sound, heat, and mechanical motion) in electrical circuits.</td>
<td><strong>Electricity and Magnetism</strong>&lt;br&gt;SE/TE: 86 – 88, 98 – 99, 108</td>
</tr>
<tr>
<td>6-5.5 Illustrate the directional transfer of heat energy through convection, radiation, and conduction.</td>
<td><strong>Animals</strong>&lt;br&gt;SE/TE: 84 – 85&lt;br&gt;<strong>Weather and Climate</strong>&lt;br&gt;SE/TE: 44 – 45</td>
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**TECH:**
- **Electricity and Magnetism**
  - phschool.com cgp-4033, iText CH 2, 3
- **Electricity and Magnetism**
  - iText CH 3
- **Electricity and Magnetism**
  - iText CH 3, 4

**TR:**
- **Electricity and Magnetism**
  - Skills Lab: Building an Electric Motor
- **Electricity and Magnetism**
  - Guided Reading & Study Worksheet: Electricity, Magnetism, and Motion
- **Animals**
  - Transparency I14
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| 6-5.6 Recognize that energy is the ability to do work (force exerted over a distance). | **Electricity and Magnetism**  
SE/TE: 86 – 87 |
| 6-5.7 Explain how the design of simple machines (including levers, pulleys, and inclined planes) helps reduce the amount of force required to do work. | **Motion, Forces and Energy**  
SE/TE: 124 – 134 |
| 6-5.8 Illustrate ways that simple machines exist in common tools and in complex machines. | **Motion, Forces and Energy**  
SE/TE: (124 - 134) |