

| South Carolina State Standards Science Sixth Grade | Reading Comprehension Series Science | Car Builder | Truck Builder |
|---|--|-------------|---------------|
| Inquiry | | | |
| Abilities Necessary to do Scientific Inquiry | √ | √ | √ |
| 1. Identify Process Skills That Can Be Used In Scientific Investigations | √ | √ | √ |
| Observe | | √ | √ |
| Classify | √ | √ | √ |
| Measure | | √ | √ |
| Infer | | √ | √ |
| Predict | | √ | √ |
| 2. Design and Conduct a Scientific Investigation | √ | √ | √ |
| 3. Use appropriate tools and techniques to gather, analyze, and interpret data | √ | √ | √ |
| 4. Develop descriptions, explanations, predictions, and models using evidence | | √ | √ |
| 5. Think critically and logically to make relationships between evidence and explanations | | √ | √ |
| 6. Recognize and analyze alternative explanations and predictions | | √ | √ |
| 7. Communicate scientific procedures and explanations | | √ | √ |
| 8. Use mathematics in all aspects of scientific inquiry | | √ | √ |
| | | | |
| ABILITIES OF TECHNOLOGICAL DESIGN | | √ | √ |
| 1. Identify appropriate problems for technological design | | √ | √ |
| 2. Design a solution or product | | √ | √ |
| 3. Implement a proposed design | | √ | √ |
| 4. Evaluate completed technological designs or products | | √ | √ |
| 5. Communicate the process of technological design | | √ | √ |

| South Carolina State Standards Science Sixth Grade | Reading Comprehension Series Science | Car Builder | Truck Builder |
|---|--|-------------|---------------|
| UNDERSTANDINGS ABOUT SCIENCE AND TECHNOLOGY | ✓ | ✓ | ✓ |
| 1. Scientific inquiry and technological design have similarities and differences | | ✓ | ✓ |
| 2. Many different people in different cultures have made and continue to make contributions to science and technology | ✓ | | |
| 3. Science and technology are reciprocal | ✓ | | |
| 4. Perfectly designed solutions do not exist. | | ✓ | ✓ |
| 5. Technological designs have constraints | | | |
| 6. Technological solutions have intended benefits and unintended consequences | | ✓ | ✓ |
| | | | |
| LIFE SCIENCE | | | |
| Unit of Study: Fungi and Plants | | | |
| Structure and Function in Fungi and Plant Systems | ✓ | | |
| 1. Important levels of organization for structure and function include cells and whole organisms. All organism are composed of cells--the fundamental unit of life | | | |
| 2. Some diseases are the result of damage by infection by other organisms | ✓ | | |
| | | | |
| Plant Reproduction and Heredity | ✓ | | |
| 1. Reproduction is a characteristic of all living systems, because no individual organism lives forever, reproduction is essential to the continuation of every species. Some organisms reproduce asexually. Other organisms reproduce sexually | ✓ | | |
| 2. Plants also reproduce sexually--the egg and sperm are produced in the flowers of flowering plants | | | |
| 3. An egg and sperm unite to begin the development of a new individual | ✓ | | |

| South Carolina State Standards Science Sixth Grade | Reading Comprehension Series Science | Car Builder | Truck Builder |
|---|--|-------------|---------------|
| Regulation and Behavior | | | |
| All organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment | | | |
| Behavior is one kind of response an organism can make to an internal or environmental stimulus | | | |
| An organism's behavior evolves through adaptation to its environment | | | |
| Unit of Study: Muscular and Skeletal Systems | | | |
| Structure and Function in Muscular and Skeletal System | | | |
| The human organism has muscular and skeletal systems for movement | | | |
| Disease is a breakdown in structures or functions of an organism. Some diseases are the result of intrinsic failures of the system | | | |
| EARTH SCIENCE | | | |
| Unit of Study: Energy Transfer in the Atmosphere | ✓ | | |
| Structure of the Earth System | ✓ | | |
| Water, which covers the majority of the Earth's surface, circulates through the crust, oceans, and atmosphere in what is known as the "water cycle" Water evaporates from the Earth's surface, rises and cools as it moves to higher elevations, condenses as rain or snow and falls to the surface where it collects in lakes, oceans, soil, and rocks underground | ✓ | | |
| Water is a solvent. As it passes through the water cycle, it dissolves minerals and gases and carries them to the oceans | ✓ | | |
| The atmosphere is a mixture of nitrogen, oxygen, and trace gases that include water vapor | | | |
| The atmosphere has different properties at different elevations | | | |

| South Carolina State Standards Science Sixth Grade | Reading Comprehension Series Science | Car Builder | Truck Builder |
|--|--|-------------|---------------|
| EARTH SCIENCE | | | |
| Unit of Study: Energy Transfer in the Atmosphere | a | | |
| Structure of the Earth System | ✓ | | |
| Clouds, formed by condensation of water vapor, affect weather and climate | | | |
| Global patterns of atmospheric movement influence local weather | | | |
| PHYSICAL SCIENCE | | | |
| Unit of Study: Energy Transfer in the Atmosphere | ✓ | | |
| Structure of the Earth System | ✓ | | |
| Unit of Study: Physical Properties and Changes of Matter | | | |
| Properties and Changes of Properties in Matter | | | |
| A substance has characteristic properties, such as density, boiling point, and solubility, all of which are independent of the amount of the sample | | | |
| Substances often are placed in categories or groups if they react in similar ways; metals are an example of such a group | | | |
| There are more than 100 known elements that combine in a multitude of ways to produce compounds, which account for the living and nonliving substances that we encounter | | | |
| Unit of Study: Machines and Work | | | |
| Motion and Forces | | ✓ | ✓ |
| Motion can be measured and represented on a graph | | ✓ | ✓ |
| If more than one force acts on an object along a straight line, then the forces will reinforce or cancel one another, depending on their direction and magnitude. Unbalanced forces will cause changes in the speed or direction of an object's motion | | ✓ | ✓ |

| South Carolina State Standards Science Sixth Grade | Reading Comprehension Series Science | Car Builder | Truck Builder |
|---|---|--------------------|----------------------|
| Unit of Study: Forms and Transfer of Energy | | ◀ | ◀ |
| Energy is property of many substances and is associated with heat, light, electricity, mechanical motion, sound and the nature of a chemical | | ◀ | ◀ |
| Energy is transferred in many ways | | ◀ | ◀ |
| Heat moves in predictable ways, flowing from warmer to cooler objects, until both reach the same temperature | | | |
| Electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced. Heat, light, mechanical motion, or electricity might be involved in such transfer | | | |
| The sun is a major source of energy for changes on the Earth's surface | | | |