

**Correlation of**  
***Seeds of Science/Roots of Reading***<sup>®</sup>  
**Integrated Science and Literacy Units**

**with the State of South Dakota**  
**Science Standards**  
**for Grade 6**

**Created March 2010**



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South Dakota Science Standards – 6 <sup>th</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
<b>Nature of Science</b>												
<b>Indicator 2: Apply the skills necessary to conduct scientific investigations.</b>												
6.N.2.1. Students are able to pose questions that can be explored through scientific investigations.					● ● ●	● ● ●	● ●	● ●	● ● ●	● ● ●	● ● ●	● ● ●
<b>Physical Science</b>												
<b>Indicator 1: Describe structures and properties of, and changes in, matter.</b>												
6.P.1.1. Students are able to identify the subatomic particles that make up atoms.												
6.P.1.2. Students are able to classify matter based on physical and chemical properties.										● ●	● ●	
6.P.1.3. Students are able to describe phase changes in matter differentiating between the particle motion in solids, liquids, and gases.						●				● ● ●		
<b>Indicator 2: Analyze forces, their forms, and their effects on motions.</b>												
6.P.2.1. Students are able to describe how push/pull forces acting on an object produce motion.												
<b>Indicator 3: Analyze interactions of energy and matter.</b>												
6.P.3.1. Students are able to identify types of energy transformations.					● ● ●							
<b>Life Science</b>												
<b>Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.</b>												

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	Soil/Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
6.L.1.1. Students are able to illustrate the difference between plant and animal cells.												
6.L.1.2. Students are able to explain the importance and scientific use of a classification system.							••					
<b>Earth/Space Science</b>												
<i>Indicator 1: Analyze the various structures and processes of the Earth system.</i>												
6.E.1.1. Students are able to describe how the spheres (lithosphere, hydrosphere, atmosphere, and biosphere) of the Earth interact.												
6.E.1.2. Students are able to examine the role of water on the Earth.						•••						
6.E.1.3. Students are able to explain processes involved in the formation of the Earth’s structure.												
<i>Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.</i>												
6.E.2.1. Students are able to identify the organization and relative scale of the solar system.									•••			
<b>Science, Technology, Environment, and Society</b>												
<i>Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.</i>												
6.S.1.1. Students are able to describe how science and technology have helped society to solve problems.					••	••		••	••		••	•
<i>Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.</i>												

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6.S.2.1. Students are able, given a scenario, to identify the problem(s) of human activity on the local, regional, or global environment.										● ● ●		

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