

Science Performance Standards (Grade Level Expectations) for Grades 6

The Science Content Standards are grouped into seven strands, A-1 through G-1.

A1-Science as Inquiry And Process

- SA** Students develop an understanding of the processes and applications of scientific inquiry.
- SA1** Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.
- SA2** Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.
- SA3** Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.

Each PSGLE includes a bolded statement called the "stem." Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

PSGLEs repeated with no changes across grade levels are marked with asterisks to indicate that the PSGLE assumes increasing complexity to indicate the growth in the PSGLE.

Grade 3	Grade 4	Grade 5
<p>The student develops an understanding of the processes of science by:</p> <p>[3] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating.</p> <p>[3] SA1.2 observing and describing their world to answer simple questions.</p>	<p>The student develops an understanding of the processes of science by:</p> <p>[4] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating. *</p> <p>[4] SA1.2 observing, measuring and collecting data from explorations and using this information to classify, predict, and communicate.</p>	<p>The student demonstrates an understanding of the processes of science by:</p> <p>[5] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating. *</p> <p>[5] SA1.2 using quantitative and qualitative observations to create their own inferences and predictions.</p>
<p>The student will demonstrate an understanding of the attitudes and approaches to scientific inquiry by:</p> <p>[3] SA2.1 answering, "how do you know?" questions with reasonable answers.</p>	<p>The student will demonstrate an understanding of the attitudes and approaches to scientific inquiry by:</p> <p>[4] SA2.1 supporting their ideas with observations and peer review. (L)</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by:</p> <p>[5] SA2.1 supporting their statements with facts from a variety of resources and by identifying their sources. (L)</p>
<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by:</p> <p>[3] SA3.1 observing local conditions that determine which plants and/or animals survive. (L)</p>	<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by:</p> <p>[4] SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive. (L)</p>	<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by:</p> <p>[5] SA3.1 <u>identifying the limiting factors</u> (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive.</p>

The number in brackets indicates the grade level

Some PSGLEs have been identified as Local. They are for local assessments and will not be on a state assessment.

The number indicates the Science Content Standard and the Grade Level Expectation number. Thus PSGLE [4] SA3.1 represents Science Content Standard SA3, and the first PSGLE for that Content Standard for grade 4.

Differences between grade levels are underlined.

Note: Items differentiated with an "i.e." indicate that statewide assessment items may only be written to the content contained within the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in statewide assessment items.

Participants in the development of the GLEs actively researched the concepts and skills contained within this document.

References
 National Research Council (U.S.). (1996). *National Science Education Standards : observe, interact, change, learn*. Washington, DC: National Academy Press.
 Project 2061 (American Association for the Advancement of Science). (2001). *Atlas of Science Literacy*. Washington, DC: American Association for the Advancement of Science: National Science Teachers Association

Science Performance Standards (Grade Level Expectations) Grade 6
A1—Science as Inquiry and Process

- SA** Students develop an understanding of the processes and applications of scientific inquiry.
SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.
SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.
SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and that local applications provide opportunity for understanding scientific concepts and global issues.

Grade 6

<p>The student demonstrates an understanding of the processes of science by:</p> <p>[6] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating. *</p> <p>[6] SA1.2 collaborating to design and conduct simple repeatable investigations. (L)</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by:</p> <p>[6] SA2.1 identifying and differentiating fact from opinion.</p>	<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by:</p> <p>[6] SA3.1 gathering data to build a knowledge base that contributes to the development of questions about the local environment (e.g., moose browsing, trail usage, river erosion). (L)</p>
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*Same concept at a higher level

Science Performance Standards (Grade Level Expectations) Grade 6
B1—Concepts of Physical Science

- SB** Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.
SB1 Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.
SB2 Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.
SB3 Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.
SB4 Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

Grade 6

<p>The student demonstrates understanding of the structure and properties of matter by:</p> <p>[6] SB1.1 using models to represent matter as it changes from one state to another.</p>	<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by:</p> <p>[6] SB2.1 recognizing that energy can exist in many forms (i.e., heat, light, chemical, electrical, mechanical).</p>	<p>The student demonstrates understanding of the interactions between matter and energy and the effects of these interactions on systems by:</p> <p>[6] SB3.1 recognizing that most substances can exist as a solid, liquid, or gas depending on temperature.</p>	<p>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by:</p> <p>[6] SB4.2 stating that every object exerts gravitational force on every other object.</p> <p>[6] SB4.3 making waves move through a variety of media. (L)</p>
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Science Performance Standards (Grade Level Expectations) Grade 6
C1—Concepts of Life Science

SC Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.
SC1 Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.
SC2 Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
SC3 Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

Grade 6

<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection and biological evolution by:</p> <p>[6] SC1.1 recognizing sexual and asexual reproduction.</p> <p>[6] SC1.2 recognizing that species survive by adapting to changes in their environment.</p>	<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by:</p> <p>[6] SC2.1 using a <u>dichotomous key</u> to <u>classify</u> animals and plants into groups using external or internal features.</p> <p>[6] SC2.2 identifying basic behaviors (e.g., migration, communication, hibernation) used by organisms to meet the requirements of life.</p> <p>[6] SC2.3 describing the levels of organization within a human body (i.e., cells, tissues, organs, systems).</p>	<p>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by:</p> <p>[6] SC3.1 recognizing that organisms can cause physical and chemical changes (e.g., digestion, growth, respiration, photosynthesis) to matter and recognizing the importance of energy transfer in these changes.</p> <p>[6] SC3.2 organizing a food web using familiar plants and animals.</p>
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Science Performance Standards (Grade Level Expectations) Grade 6
D1—Concepts of Earth Science

SD Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.
SD1 Students develop an understanding of Earth's geochemical cycles.
SD2 Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.
SD3 Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system.
SD4 Students develop an understanding of the theories regarding the **evolution** of the universe.

Grade 6

<p>The student demonstrates an understanding of geochemical cycles by:</p> <p>[6] SD1.1 exploring the rock cycle and its relationship to igneous, metamorphic, and sedimentary rocks. (L)</p> <p>[6] SD1.2 identifying the physical properties of water within the stages of the water cycle.</p>	<p>The student demonstrates an understanding of the forces that shape Earth by:</p> <p>[6] SD2.1 describing the formation and composition (i.e., sand, silt, clay, organics) of soils.</p> <p>[6] SD2.2 identifying and describing its layers (i.e., crust, mantle, core).</p> <p>[6] SD2.3 describing how the surface can change rapidly as a result of geological activities (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, avalanches).</p>	<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by:</p> <p>[6] SD3.1 connecting the water cycle to weather phenomena.</p> <p>[6] SD3.2 identifying that energy transfer is affected by surface conditions (e.g., snow cover, asphalt, vegetation) and that this affects weather.</p>	<p>The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by:</p> <p>[6] SD4.1 contrasting characteristics of planets and stars. (i.e., light reflecting, light emitting, orbiting, orbited, composition.)</p> <p>[6] SD4.2 defining a light year.</p>
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Science Performance Standards (Grade Level Expectations) Grade 6
E1—Science and Technology

- SE** Students develop an understanding of the relationships among science, technology, and society.
SE1 Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.
SE2 Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.
SE3 Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

Grade 6

<p>The student demonstrates understanding of how to integrate scientific knowledge and technology to address problems by:</p> <p>[6] SE1.1 recognizing that technology cannot always provide successful solutions for problems or fulfill every human need.</p>	<p>The student demonstrates an understanding that solving problems involves different ways of thinking by:</p> <p>[6] SE2.1 identifying and designing a solution to a problem.</p> <p>[6] SE2.2 comparing the student's work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem. (L)</p>	<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by:</p> <p>[6] SE3.1 describing the various effects of an innovation on a <u>global level</u>.</p>
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Science Performance Standards (Grade Level Expectations) Grade 6
F1—Cultural, Social, Personal Perspectives, and Science

- SF** Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.
SF1 Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.
SF2 Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.
SF3 Students develop an understanding of the importance of recording and validating cultural knowledge.

Grade 6

<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by:</p> <p>[6] SF1.1-SF3.1 telling a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface) and relating it to a scientific explanation. * (L) Cross referenced with SA3.1</p>		
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*Same concept at a higher level

**Science Performance Standards (Grade Level Expectations) Grade 6
G1—History and Nature of Science**

SG Students develop an understanding of the history and nature of science.

SG1 Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.

SG2 Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.

SG3 Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).

SG4 Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

Grade 6

The student demonstrates an understanding of the bases of the advancement of scientific knowledge by:

See 6SE 3.1

[6] SG2.1 recognizing differences in results of repeated experiments.

*Same concept at a higher level

** "Most of the historical benchmarks do not appear until high school." (Project 2061 (American Association for the Advancement of Science), 2001, p. 129)

Project 2061 (American Association for the Advancement of Science). (2001). *Atlas of science literacy*. Washington, DC: American Association for the Advancement of Science : National Science Teachers Association.