



# School District of Pickens County

*Building success beyond the classroom*

SC Standards: Science

Sixth Grade

## Unit: Technological Design and Inquiry

- Science-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.
- Science-6-1.2 Differentiate between observation and inference during the analysis and interpretation of data.
- Science-6-1.3 Classify organisms, objects, and materials according to their physical characteristics by using a dichotomous key.
- Science-6-1.4 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).
- Science-6-1.5 Use appropriate safety procedures when conducting investigations.

## Unit: Weather Atmosphere

- Science-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).
- Science-6-4.2 Summarize the interrelationships among the dynamic processes of the water cycle (including precipitation, evaporation, transpiration, condensation, surface-water flow, and groundwater flow).
- Science-6-4.3 Classify shapes and types of clouds according to elevation and their associated weather conditions and patterns.
- Science-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.
- Science-6-4.5 Use appropriate instruments and tools to collect weather data (including wind speed and direction, air temperature, humidity, and air pressure).
- Science-6-4.6 Predict weather conditions and patterns based on weather data collected from direct observations and measurements, weather maps, satellites, and radar.
- Science-6-4.7 Explain how solar energy affects Earth's atmosphere and surface (land and water).
- Science-6-4.8 Explain how convection affects weather patterns and climate.
- Science-6-4.9 Explain the influence of global winds and the jet stream on weather and climatic conditions.

## Unit: Conservation of Energy

- Science-6-5.1 Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy.





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## Unit: Animals

- Science-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).
- Science-6-3.2 Summarize the basic functions of the structures of animals that allow them to defend themselves, to move, and to obtain resources.
- Science-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.
- Science-6-3.4 Explain how environmental stimuli cause physical responses in animals (including shedding, blinking, shivering, sweating, panting, and food gathering).
- Science-6-3.5 Illustrate animal behavioral responses (including hibernation, migration, defense, and courtship) to environmental stimuli.
- Science-6-3.6 Summarize how the internal stimuli (including hunger, thirst, and sleep) of animals ensure their survival.
- Science-6-3.7 Compare learned to inherited behaviors in animals.