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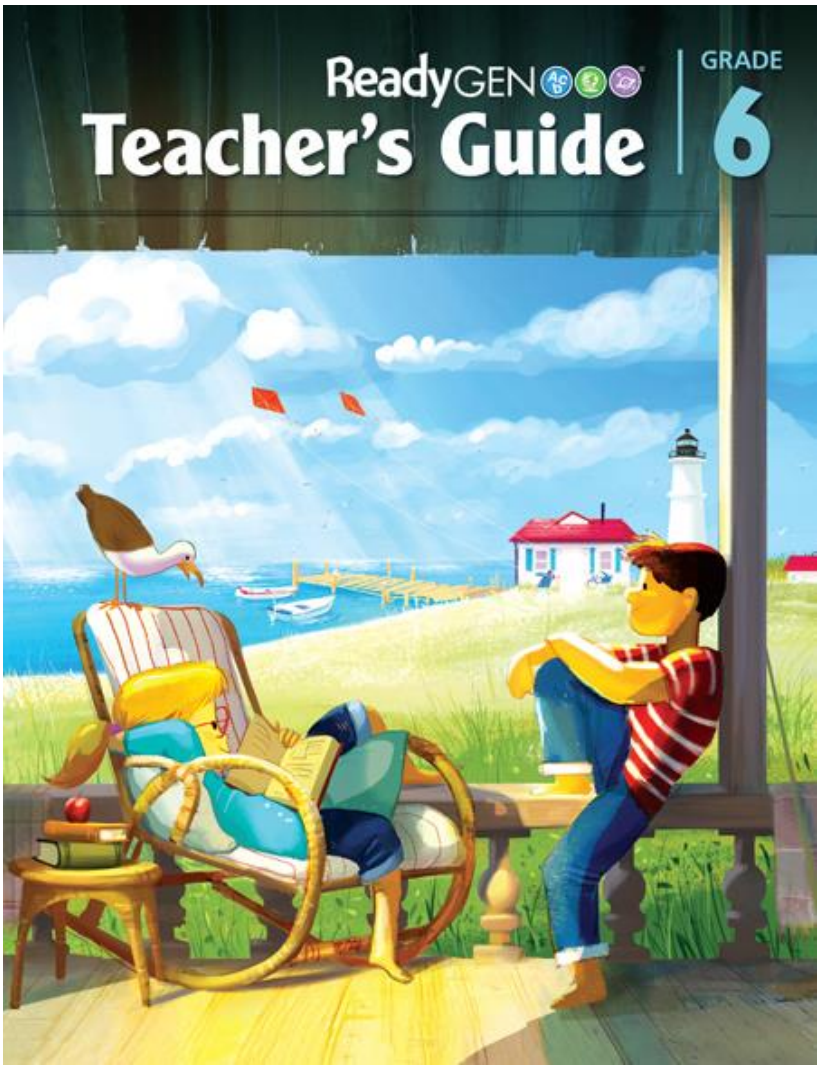

to the

Indiana Academic Science Standards
Grade 6

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

Introduction

This document demonstrates how ***ReadyGEN*** meets the ***Indiana Academic Science Standards.*** Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit, module, and page references.

ReadyGEN is a K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

Indiana Academic Science Standards	ReadyGEN Grade 6
Physical Science (PS)	
6.PS.1 Distinguish between the terms position, distance, and displacement, as well as, the terms speed and velocity.	Opportunities to address this objective can be found with the following: **TG:** **Unit 2 Exploring Earth and Its Forces** **Module A:** **Lessons 6-10:** *Waves: Energy on the Move* **Lesson 13:** "Offshore Wind Still the Best Bet for Clean Energy"
6.PS.2 Describe the motion of an object graphically showing the relationship between time and position.	Opportunities to address this objective can be found with the following: **TG:** **Unit 1 Treasuring History** Create (make graphs), 394 **Unit 2 Exploring Earth and Its Forces** Monitor Progress: Make a Bar Graph, 385 **Unit 4 Innovating the Future** Close Read (examine a bar graph), 133
6.PS.3 Describe how potential and kinetic energy can be transferred from one form to another.	Opportunities to address this objective can be found with the following: **TG:** **Unit 2 Exploring Earth and Its Forces** **Module A:** **Lessons 6-10:** *Waves: Energy on the Move* **Lesson 14-16:** *Science Fair Showdown!*
6.PS.4 Investigate the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.	Opportunities to address this objective can be found with the following: **TG:** **Unit 2 Exploring Earth and Its Forces** **Module A:** **Lessons 6-10:** *Waves: Energy on the Move* Argument Writing, 178 (Student Model) **Lesson 14-16:** *Science Fair Showdown!*
Earth and Space Science (ESS)	
6.ESS.1 Describe the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.	Opportunities to address this objective can be found with the following: **TG:** **Unit 4 Innovating the Future** **Module B:** **Lesson 1-9: Anchor Text:** *George's Comic Treasure Hunt* **Lesson 17-18:** *George's Comic Treasure Hunt* **Leveled Text Library (examples)** *Traveling by Plane* *The Story of Flight*

Indiana Academic Science Standards	ReadyGEN Grade 6
6.ESS.2 Design models to describe how Earth's rotation, revolution, tilt, and interaction with the sun and moon cause seasons, tides, changes in daylight hours, eclipses, and phases of the moon.	Opportunities to address this objective can be found with the following: **TG:** **Unit 2 Exploring Earth and Its Forces** **Module A:** **Lesson 1-5: Anchor Text:** *Ocean Storm Alert!* **Lessons 6-10:** *Waves: Energy on the Move* **Module B:** **Lessons 15-16:** *Journey to the Center of the Earth* and *Galveston Journal: September 1900* **Leveled Text Library (examples)** *The Solar System and Beyond*
6.ESS.3 Compare and contrast the Earth, its moon, and other planets in the solar system, including comets and asteroids. (Comparisons should be made in regard to size, surface features, atmospheric characteristics, and the ability to support life.)	**TG:** **Unit 4 Innovating the Future** **Module B:** **Lesson 1-9: Anchor Text:** *George's Comic Treasure Hunt* **Lesson 17-18:** *George's Comic Treasure Hunt* **Leveled Text Library (examples)** *The Solar System and Beyond* *The United States and Russian Space Race* *Destination: Mars*
Life Science (LS)	
6.LS.1 Investigate and describe how homeostasis is maintained as living things seek out their basic needs of food, water, shelter, space, and air.	Opportunities to address this objective can be found with the following: **Leveled Text Library (examples)** *A Biome of the World: The Taiga*
6.LS.2 Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs. Create diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.	Opportunities to address this objective can be found with the following: **Leveled Text Library (examples)** *A Biome of the World: The Taiga*
6.LS.3 Describe specific relationships (predator/prey, consumer/producer, parasite/host) and symbiotic relationships between organisms. Construct an explanation that predicts why patterns of interactions develop between organisms in an ecosystem.	Opportunities to address this objective can be found with the following: **Leveled Text Library (examples)** *A Biome of the World: The Taiga*
6.LS.4 Investigate and use data to explain how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals.	Opportunities to address this objective can be found with the following: **Leveled Text Library (examples)** *A Biome of the World: The Taiga*

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6.LS.5 Research invasive species and discuss their impact on ecosystems.	Opportunities to address this objective can be found with the following: **Leveled Text Library (examples)** *The History of Green Power* *A Biome of the World: The Taiga* *Africa's Changing Geography*
Engineering (E)	
6-8.E.1 Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Opportunities to address this objective can be found with the following: **TG:** **Unit 2 Exploring Earth and Its Forces** **Module A:** **Lesson 14-16:** *Science Fair Showdown!* **Unit 4 Innovating the Future** **Module A:** **Lessons 1-5: Anchor Text:** *Steve Jobs* **Module B:** **Lesson 10-13:** *A Bright Idea* **Lessons 14-15:** *What Is Coding, Anyway?* **Quest** *Shaping Tomorrow Through Innovation Today,* 44–45 **Leveled Text Library (examples)** *The Patent Process* *Philo and His Invention*
6-8.E.2 Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.	Opportunities to address this objective can be found with the following: **TG:** **Unit 2 Exploring Earth and Its Forces** **Module A:** **Lesson 14-16:** *Science Fair Showdown!* **Unit 4 Innovating the Future** **Module A:** **Lessons 1-5: Anchor Text:** *Steve Jobs* **Module B:** **Lesson 10-13:** *A Bright Idea* **Lessons 14-15:** *What Is Coding, Anyway?* **Quest** *Shaping Tomorrow Through Innovation Today,* 44–45 **Leveled Text Library (examples)** *The Patent Process*

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6-8.E.3 Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	**TG:** **Unit 2 Exploring Earth and Its Forces** **Module A:** **Lesson 14-16:** *Science Fair Showdown!* **Quest** *Shaping Tomorrow Through Innovation Today,* 44–45 **Leveled Text Library (examples)**
6-8.E.4 Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.	**TG:** **Unit 2 Exploring Earth and Its Forces** **Module A:** **Lesson 14-16:** *Science Fair Showdown!* **Quest** *Shaping Tomorrow Through Innovation Today,* 44–45 **Leveled Text Library (examples)**