

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Six**

Text Title: Interactive Science Grade 6 Virginia Edition Publisher Pearson Education, Inc., publishing as Prentice Hall Print Digital Combination

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Six Summary	Rating		
	Adequate	Limited	No Evidence
6.1	X		
6.1a	X		
6.1b	X		
6.1c	X		
6.1d	X		
6.1e	X		
6.1f	X		
6.1g	X		
6.1h	X		
6.1i	X		
6.1j	X		
6.2	X		
6.2a	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Six Summary	Rating		
	Adequate	Limited	No Evidence
6.2b	X		
6.2c	X		
6.2d	X		
6.2e	X		
6.3	X		
6.3a	X		
6.3b	X		
6.3c	X		
6.3d	X		
6.3e	X		
6.4	X		
6.4a	X		
6.4b	X		

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	Adequate	Limited	No Evidence
6.4c	X		
6.4d	X		
6.4e	X		
6.4f	X		
6.4g	X		
6.5	X		
6.5a	X		
6.5b	X		
6.5c	X		
6.5d	X		
6.5e	X		
6.5f	X		
6.6	X		

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	Adequate	Limited	No Evidence
6.6a	X		
6.6b	X		
6.6c	X		
6.6d	X		
6.6e	X		
6.6f	X		
6.7	X		
6.7a	X		
6.7b	X		
6.7c	X		
6.7d	X		
6.7e	X		
6.7f	X		

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	Adequate	Limited	No Evidence
6.7g	X		
6.8	X		
6.8a	X		
6.8b	X		
6.8c	X		
6.8d	X		
6.8e	X		
6.8f	X		
6.8g	X		
6.8h	X		
6.8i	X		
6.9	X		
6.9a	X		

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	Adequate	Limited	No Evidence
6.9b	X		
6.9c	X		
6.9d	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Place an X to the right of your choice (Adequate, Limited , No Evidence) Must provide comments to support the ratings other than Adequate.		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	Adequate X	Limited	No Evidence
	Textbook is logically organized and grade/age appropriate for students.	Textbook lacks consistency in organization and appropriateness for the grade/age of students.	Textbook is not reasonably organized and is inappropriate for the grade/age of the students.
2. The textbook is organized appropriately within and among units of study.	Comments:		
	Adequate X	Limited	No Evidence
Scope and sequence is easy to read and understand.	Scope and sequence is confusing and not easy to understand.	Scope and sequence is difficult to read and understand.	3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.
Comments:			
Adequate X	Limited	No Evidence	
Organizational properties of the textbook assist in understanding and processing content.	Organizational properties of the textbook offer limited assistance in understanding and processing content.	Organizational properties of the textbook do not assist in understanding and processing content.	
Comments:			

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Place an X to the right of your choice (Adequate, Limited , No Evidence) Must provide comments to support the ratings other than Adequate.		
4. The writing style, syntax, and vocabulary are appropriate.	Adequate X	Limited	No Evidence
	Readability is appropriate for the grade level. Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words.	Readability may be appropriate but is inconsistent throughout the text. Writing style and syntax may be inappropriate or lack variety, offering limited support for student understanding. Vocabulary may be too challenging or too familiar.	Readability is not appropriate for the grade level. Writing style and syntax are often inappropriate and lack variety to enhance student understanding. Vocabulary is too challenging or unfamiliar.
5. Graphics and illustrations are appropriate.	Adequate X	Limited	No Evidence
	Visuals are accurate, support the text, and enhance student understanding.	Visuals are somewhat unclear and offer limited support for the text and student understanding.	Visuals are inaccurate, do not support the text, and do not enhance student understanding.
6. Sufficient, high-quality instructional strategies are provided to promote depth of understanding.	Adequate X	Limited	No Evidence
	Materials (investigations, laboratories, and inquiry activities) provide students with opportunities to integrate skills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with limited opportunities to integrate skills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with no opportunities to integrate skills and concepts.
	Comments:		

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Science Standard of Learning	Rating Scale		
	Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
6.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which	X		
a) observations are made involving fine discrimination between similar objects and organisms;	X		
b) precise and approximate measurements are recorded;	X		
c) scale models are used to estimate distance, volume, and quantity;	X		
d) hypotheses are stated in ways that identify the independent and dependent variables;	X		
e) a method is devised to test the validity of predictions and inferences;	X		
f) one variable is manipulated over time, using many repeated trials;	X		
g) data are collected, recorded, analyzed, and reported using metric measurements and tools;	X		
h) data are analyzed and communicated through graphical representation;	X		
i) models and simulations are designed and used to illustrate and explain phenomena and systems; and	X		
j) current applications are used to reinforce science concepts.	X		
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	Adequate	Limited	No Evidence
6.2 The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include	X		
a) potential and kinetic energy;	X		
b) the role of the sun in the formation of most energy sources on Earth;	X		
c) nonrenewable energy sources;	X		
d) renewable energy sources; and	X		
e) energy transformations.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

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Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
6.3 The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on Earth’s surface. Key concepts include	X		
a) Earth’s energy budget;	X		
b) the role of radiation and convection in the distribution of energy;	X		
c) the motion of the atmosphere and the oceans;	X		
d) cloud formation; and	X		
e) the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes.	X		
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Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
6.4 The student will investigate and understand that all matter is made up of atoms. Key concepts include	X		
a) atoms consist of particles, including electrons, protons, and neutrons;	X		
b) atoms of a particular element are alike but are different from atoms of other elements;	X		
c) elements may be represented by chemical symbols;	X		
d) two or more atoms interact to form new substances, which are held together by electrical forces (bonds);	X		
e) compounds may be represented by chemical formulas;	X		
f) chemical equations can be used to model chemical changes; and	X		
g) a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

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Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
6.5 The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include	X		
a) water as the universal solvent;	X		
b) the properties of water in all three phases;	X		
c) the action of water in physical and chemical weathering;	X		
d) the ability of large bodies of water to store thermal energy and moderate	X		
e) the importance of water for agriculture, power generation, and public health;	X		
f) the importance of protecting and maintaining water resources.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

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	Adequate	Limited	No Evidence
6.6 The student will investigate and understand the properties of air and the structure and dynamics of Earth’s atmosphere. Key concepts include	X		
a) air as a mixture of gaseous elements and compounds;	X		
b) pressure, temperature, and humidity;	X		
c) atmospheric changes with altitude;	X		
d) natural and human-caused changes to the atmosphere and the importance of protecting and maintaining air quality;	X		
e) the relationship of atmospheric measures and weather conditions; and	X		
f) basic information from weather maps, including fronts, systems, and basic measurements.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

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	Adequate	Limited	No Evidence
6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include	X		
a) the health of ecosystems and the abiotic factors of a watershed;	X		
b) the location and structure of Virginia’s regional watershed systems;	X		
c) divides, tributaries, river systems, and river and stream processes;	X		
d) wetlands;	X		
e) estuaries;	X		
f) major conservation, health, and safety issues associated with watersheds; and	X		
g) water monitoring and analysis using field equipment including hand held technology.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

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	Adequate	Limited	No Evidence
6.8 The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it. Key concepts include	X		
a) the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets;	X		
b) relative size of and distance between planets;	X		
c) the role of gravity;	X		
d) revolution and rotation;	X		
e) the mechanics of day and night and the phases of the moon;	X		
f) the unique properties of Earth as a planet;	X		
g) the relationship of Earth’s tilt and the seasons;	X		

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Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
h) the cause of tides; and	X		
i) the history and technology of space exploration	X		
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Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
6.9 The student will investigate and understand public policy decisions relating to the environment. Key concepts include	X		
a) management of renewable resources;	X		
b) management of nonrenewable resources;	X		
c) the mitigation of land-use and environmental hazards through preventive measures; and	X		
d) cost/benefit tradeoffs in conservation policies.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			