

Main Criteria: National Theatre for Children

Secondary Criteria: South Carolina Standards & Learning, Next Generation Science Standards (NGSS)

Subject: Science

Grades: 6, 7, 8

National Theatre for Children

How electricity is made

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

South Carolina Standards & Learning

Science

Grade 6 - Adopted: 2014

STANDARD / COURSE	SC.6.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	6.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.S.1A.6.	Construct explanations of phenomena using (1) primary or secondary scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions

		based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.
STANDARD / COURSE	SC.6.P.	PHYSICAL SCIENCE: ENERGY TRANSFER AND CONSERVATION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.P.3.	The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.
PERFORMANCE DESCRIPTOR / STANDARD	6.P.3A.	Conceptual Understanding: Energy manifests itself in multiple forms, such as mechanical (kinetic energy and potential energy), electrical, chemical, radiant (solar), and thermal energy. According to the principle of conservation of energy, energy cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.P.3A.1.	Analyze and interpret data to describe the properties and compare sources of different forms of energy (including mechanical, electrical, chemical, radiant, and thermal).
INDICATOR	6.P.3A.4.	Develop and use models to exemplify how magnetic fields produced by electrical energy flow in a circuit is interrelated in electromagnets, generators, and simple electrical motors.

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Key Ideas and Details
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Integration of Knowledge and Ideas
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Range of Reading and Level of Text Complexity
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL		Text Types and Purposes

QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Production and Distribution of Writing
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

South Carolina Standards & Learning

Science

Grade 7 - Adopted: 2014

STANDARD / COURSE	SC.7.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.S.1:	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	7.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	7.S.1A.6.	Construct explanations of phenomena using (1) primary or secondary scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.

Grade 7 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Key Ideas and Details
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Integration of Knowledge and Ideas
PERFORMANCE	RST.6-	Compare and contrast the information gained from experiments, simulations, video,

DESCRIPTOR / STANDARD	8.9.	or multimedia sources with that gained from reading a text on the same topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Range of Reading and Level of Text Complexity
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Production and Distribution of Writing
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

South Carolina Standards & Learning

Science

Grade 8 - Adopted: 2014

STANDARD / COURSE	SC.8.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	8.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	8.S.1A.6.	Construct explanations of phenomena using (1) primary or secondary scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.
STANDARD / COURSE	SC.8.E.	EARTH SCIENCE: EARTH SYSTEMS AND RESOURCES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.E.5.	The student will demonstrate an understanding of the processes that alter the structure of Earth and provide resources for life on the planet.
PERFORMANCE DESCRIPTOR / STANDARD	8.E.5C.	Conceptual Understanding: Humans depend upon many Earth resources – some renewable over human lifetimes and some nonrenewable or irreplaceable. Resources are distributed unevenly around the planet as a result of past geological processes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	8.E.5C.1.	Obtain and communicate information regarding the physical and chemical properties of minerals, ores, and fossil fuels to describe their importance as Earth resources.

Grade 8 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Key Ideas and Details
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Integration of Knowledge and Ideas
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Range of Reading and Level of Text Complexity
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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Production and Distribution of Writing
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

How energy is used unwisely

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

South Carolina Standards & Learning

Science

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS /		Text Types and Purposes

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 7 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
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GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 8 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

How we use natural resources

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
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PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

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South Carolina Standards & Learning

Science

Grade 6 - Adopted: 2014

STANDARD / COURSE	SC.6.P.	PHYSICAL SCIENCE: ENERGY TRANSFER AND CONSERVATION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.P.3.	The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.
PERFORMANCE DESCRIPTOR / STANDARD	6.P.3A.	Conceptual Understanding: Energy manifests itself in multiple forms, such as mechanical (kinetic energy and potential energy), electrical, chemical, radiant (solar), and thermal energy. According to the principle of conservation of energy, energy cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.P.3A.1.	Analyze and interpret data to describe the properties and compare sources of different forms of energy (including mechanical, electrical, chemical, radiant, and thermal).

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE		Craft and Structure

AND SKILLS / ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 7 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
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South Carolina Standards & Learning

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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL	WHST.6-	Use precise language and domain-specific vocabulary to inform about or explain the

EXAMPLE / STAGE	8.2(d)	topic.
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The science of energy and technology

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
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South Carolina Standards & Learning

Science

Grade 6 - Adopted: 2014

STANDARD / COURSE	SC.6.P.	PHYSICAL SCIENCE: ENERGY TRANSFER AND CONSERVATION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.P.3.	The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.
PERFORMANCE DESCRIPTOR / STANDARD	6.P.3A.	Conceptual Understanding: Energy manifests itself in multiple forms, such as mechanical (kinetic energy and potential energy), electrical, chemical, radiant (solar), and thermal energy. According to the principle of conservation of energy, energy cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.
GRADE LEVEL		Students who demonstrate this understanding can:

EXAMPLE / STAGE		
INDICATOR	6.P.3A.1.	Analyze and interpret data to describe the properties and compare sources of different forms of energy (including mechanical, electrical, chemical, radiant, and thermal).
INDICATOR	6.P.3A.4.	Develop and use models to exemplify how magnetic fields produced by electrical energy flow in a circuit is interrelated in electromagnets, generators, and simple electrical motors.

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
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PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 7 - Adopted: 2010

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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 8 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure

PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

The science of natural resources

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 6 - Adopted: 2014

STANDARD / COURSE	SC.6.P.	PHYSICAL SCIENCE: ENERGY TRANSFER AND CONSERVATION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.P.3.	The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.
PERFORMANCE DESCRIPTOR / STANDARD	6.P.3A.	Conceptual Understanding: Energy manifests itself in multiple forms, such as mechanical (kinetic energy and potential energy), electrical, chemical, radiant (solar), and thermal energy. According to the principle of conservation of energy, energy cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.P.3A.1.	Analyze and interpret data to describe the properties and compare sources of different forms of energy (including mechanical, electrical, chemical, radiant, and thermal).

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 7 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 8 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

The uses of electricity

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity

		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

**South Carolina Standards & Learning
Science**

Grade 6 - Adopted: 2014

STANDARD / COURSE	SC.6.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	6.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.S.1A.6.	Construct explanations of phenomena using (1) primary or secondary scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.
STANDARD / COURSE	SC.6.P.	PHYSICAL SCIENCE: ENERGY TRANSFER AND CONSERVATION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.P.3.	The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.
PERFORMANCE DESCRIPTOR / STANDARD	6.P.3A.	Conceptual Understanding: Energy manifests itself in multiple forms, such as mechanical (kinetic energy and potential energy), electrical, chemical, radiant (solar), and thermal energy. According to the principle of conservation of energy, energy cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.P.3A.1.	Analyze and interpret data to describe the properties and compare sources of different forms of energy (including mechanical, electrical, chemical, radiant, and thermal).

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Key Ideas and Details
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Integration of Knowledge and Ideas
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Range of Reading and Level of Text Complexity
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Production and Distribution of Writing
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**South Carolina Standards & Learning
Science**

Grade 7 - Adopted: 2014

STANDARD / COURSE	SC.7.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.S.1:	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	7.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	7.S.1A.6.	Construct explanations of phenomena using (1) primary or secondary scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.

Grade 7 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Key Ideas and Details

PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Integration of Knowledge and Ideas
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Range of Reading and Level of Text Complexity
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Production and Distribution of Writing
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

South Carolina Standards & Learning

Science

Grade 8 - Adopted: 2014

STANDARD / COURSE	SC.8.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR /	8.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for

STANDARD		scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	8.S.1A.6.	Construct explanations of phenomena using (1) primary or secondary scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.
STANDARD / COURSE	SC.8.E.	EARTH SCIENCE: EARTH SYSTEMS AND RESOURCES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.E.5.	The student will demonstrate an understanding of the processes that alter the structure of Earth and provide resources for life on the planet.
PERFORMANCE DESCRIPTOR / STANDARD	8.E.5C.	Conceptual Understanding: Humans depend upon many Earth resources – some renewable over human lifetimes and some nonrenewable or irreplaceable. Resources are distributed unevenly around the planet as a result of past geological processes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	8.E.5C.1.	Obtain and communicate information regarding the physical and chemical properties of minerals, ores, and fossil fuels to describe their importance as Earth resources.

Grade 8 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Key Ideas and Details
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Integration of Knowledge and Ideas
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Range of Reading and Level of Text Complexity
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS /		Text Types and Purposes

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / COURSE	SC.CC.WHST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Production and Distribution of Writing
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What YOU can do to conserve energy

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Grade 6 - Adopted: 2014

STANDARD / COURSE	SC.6.E.	EARTH SCIENCE: EARTH'S WEATHER AND CLIMATE
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.E.2.	The student will demonstrate an understanding of the interactions within Earth's systems (flow of energy) that regulate weather and climate.
PERFORMANCE DESCRIPTOR / STANDARD	6.E.2A.	Conceptual Understanding: Earth's atmosphere, an envelope of gases that surround the planet, makes conditions on Earth suitable for living things and influences weather. Water is always moving between the atmosphere (troposphere) and the surface of Earth as a result of the force of gravity and energy from the Sun. The Sun is the driving energy source for heating Earth and for the circulation of Earth's atmosphere.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.E.2A.2.	Critically analyze scientific arguments based on evidence for and against how different phenomena (natural and human induced) may contribute to the composition of Earth's atmosphere.
STANDARD / COURSE	SC.6.P.	PHYSICAL SCIENCE: ENERGY TRANSFER AND CONSERVATION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.P.3.	The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.
PERFORMANCE DESCRIPTOR / STANDARD	6.P.3A.	Conceptual Understanding: Energy manifests itself in multiple forms, such as mechanical (kinetic energy and potential energy), electrical, chemical, radiant (solar), and thermal energy. According to the principle of conservation of energy, energy cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.P.3A.1.	Analyze and interpret data to describe the properties and compare sources of different forms of energy (including mechanical, electrical, chemical, radiant, and thermal).

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 7 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL		Craft and Structure

QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 8 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

What are energy and electricity

South Carolina Standards & Learning

Science

Grade 6 - Adopted: 2014

STANDARD / COURSE	SC.6.P.	PHYSICAL SCIENCE: ENERGY TRANSFER AND CONSERVATION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.P.3.	The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.
PERFORMANCE DESCRIPTOR / STANDARD	6.P.3A.	Conceptual Understanding: Energy manifests itself in multiple forms, such as mechanical (kinetic energy and potential energy), electrical, chemical, radiant (solar), and thermal energy. According to the principle of conservation of energy, energy cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.P.3A.1.	Analyze and interpret data to describe the properties and compare sources of different forms of energy (including mechanical, electrical, chemical, radiant, and thermal).

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 7 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

South Carolina Standards & Learning

Science

Grade 8 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE	WHST.6-	Write informative/explanatory texts, including the narration of historical events,

DESCRIPTOR / STANDARD	8.2.	scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

What are energy resources

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

South Carolina Standards & Learning

Science

Grade 6 - Adopted: 2014

STANDARD / COURSE	SC.6.P.	PHYSICAL SCIENCE: ENERGY TRANSFER AND CONSERVATION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.P.3.	The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.
PERFORMANCE DESCRIPTOR / STANDARD	6.P.3A.	Conceptual Understanding: Energy manifests itself in multiple forms, such as mechanical (kinetic energy and potential energy), electrical, chemical, radiant (solar), and thermal energy. According to the principle of conservation of energy,

		energy cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.P.3A.1.	Analyze and interpret data to describe the properties and compare sources of different forms of energy (including mechanical, electrical, chemical, radiant, and thermal).

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**South Carolina Standards & Learning
Science**

Grade 7 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**South Carolina Standards & Learning
Science**

Grade 8 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure

PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

What is and how to be Energy Efficient

Next Generation Science Standards (NGSS)

Science

Grade 6 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade 7 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
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Next Generation Science Standards (NGSS)

Science

Grade 8 - Adopted: 2013

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
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PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
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**South Carolina Standards & Learning
Science**

Grade 6 - Adopted: 2014

STANDARD / COURSE	SC.6.P.	PHYSICAL SCIENCE: ENERGY TRANSFER AND CONSERVATION
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.P.3.	The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.
PERFORMANCE DESCRIPTOR / STANDARD	6.P.3B.	Conceptual Understanding: Energy transfer occurs when two objects interact thereby exerting force on each other. It is the property of an object or a system that enables it to do work (force moving an object over a distance). Machines are governed by this application of energy, work, and conservation of energy.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.P.3B.2.	Design and test solutions that improve the efficiency of a machine by reducing the input energy (effort) or the amount of energy transferred to the surrounding environment as it moves an object.

Grade 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
PERFORMANCE DESCRIPTOR / STANDARD	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD / COURSE	SC.CC.W HST.6-8.	Writing Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Text Types and Purposes
PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**South Carolina Standards & Learning
Science**

Grade 7 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Craft and Structure
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PERFORMANCE DESCRIPTOR / STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

STANDARD		
GRADE LEVEL EXAMPLE / STAGE	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**South Carolina Standards & Learning
Science**

Grade 8 - Adopted: 2010

STANDARD / COURSE	SC.CC.R ST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
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