

6th Grade Science Curriculum Guide

[\(See linked folders with additional resources to pull from\)](#)

Week	Standard	Major Concept/Topic	Possible Resources	Vocabulary	Spiral Review
Week 1		Beginning of the year skills including lab safety, notebooks, rituals & routines, expectations	Quizziz on lab rules		(2 sided paper or edulastic) Water cycle 5th grade review
Week 2	Nature of Science		<p>Textbook: HMH Book pages 6 + 8, 26-35, 40-45 HMH- pages 16-18</p> <p>Additional Resource: <i>6th Grade Coach Book Lessons 1 Pages-12-15 (Scientific Investigation)</i> <i>Lesson 2 Pages 16-19 (Designing and Conducting an Experiment)</i> <i>Lesson 3 Pages 20-24 (Organizing and Analysing Data)</i> <i>Lesson 4 - pages 25-28 (Scientific Knowledge)</i> <i>Lesson 6 - Pages 32-48 Using Models in Science</i></p>	Control Independent & Dependent Variable Hypothesis Model Claim, Evidence, Reason Opinion Data Inference Observation Experiment Quantitative vs Qualitative Types of Graphs Replication vs Repetition	Water cycle 5th grade review
	Standard	Cognitive Level			
	SC.6.N.1.1				
	SC.6.N.1.2				
	SC.6.N.3.4		<p>Define a problem from the 6th grade curriculum in order to :</p> <ul style="list-style-type: none"> ● use appropriate reference materials to support scientific understanding; ● plan & carry out scientific investigations of various types including observations & experiments ● Identifying variables ● Collecting & organizing data ● Interpreting data in charts, tables, and graphs ● Analyze information ● Make Predictions ● Defend Conclusions <p>Explain why scientific investigations should be replicable</p> <p>Identify the role of models in the context of the sixth grade science benchmark</p> <p style="text-align: center;">Mini Quiz on Vocab, Spiral or Nature of Science</p>		

Week 3	<table border="1"> <thead> <tr> <th data-bbox="247 435 436 524">Standard</th> <th data-bbox="436 435 619 524">Cognitive Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="247 524 436 586">SC.6.N.1.3</td> <td data-bbox="436 524 619 586"></td> </tr> <tr> <td data-bbox="247 586 436 647">SC.6.N.2.2</td> <td data-bbox="436 586 619 647"></td> </tr> <tr> <td data-bbox="247 647 436 709">SC.6.N.3.1</td> <td data-bbox="436 647 619 709"></td> </tr> <tr> <td data-bbox="247 709 436 771">SC.6.N.3.3</td> <td data-bbox="436 709 619 771"></td> </tr> </tbody> </table>	Standard	Cognitive Level	SC.6.N.1.3		SC.6.N.2.2		SC.6.N.3.1		SC.6.N.3.3		<p>Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefit and limitations of each.</p> <p>Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered</p> <p>Recognize and Explain that a scientific theory is a well supported and widely accepted explanation of nature and is not simply a claim posed by an individual.</p> <p>Recognize that a scientific law is a description of a specific relationship under given conditions in the natural world. This scientific laws are different from societal laws</p> <p>Give several examples of scientific laws</p>	6th Grade Coach Book Lesson 5- pages 29-31 (Scientific theories and Laws)	Experiment Investigation Theory Law Evidence	<p>SC.5.E.7.3</p> <p>Weather-temp, air presser, humidity, wind</p>
Standard	Cognitive Level														
SC.6.N.1.3															
SC.6.N.2.2															
SC.6.N.3.1															
SC.6.N.3.3															
Week 4	<p><u>Nature of Science</u></p> <table border="1"> <thead> <tr> <th data-bbox="247 1182 436 1271">Standard</th> <th data-bbox="436 1182 619 1271">Cognitive Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="247 1271 436 1333">SC.6.N.1.1</td> <td data-bbox="436 1271 619 1333"></td> </tr> <tr> <td data-bbox="247 1333 436 1395">SC.6.N.1.4</td> <td data-bbox="436 1333 619 1395"></td> </tr> <tr> <td data-bbox="247 1395 436 1456">SC.6.N.1.5</td> <td data-bbox="436 1395 619 1456"></td> </tr> </tbody> </table>	Standard	Cognitive Level	SC.6.N.1.1		SC.6.N.1.4		SC.6.N.1.5		<p>CBL- class project to demonstrate scientific method</p> <p>Examples: Paper towels Paper airplanes Popcorn</p> <p>Unit Test on Nature of Science</p>			<p>SC.5.E.7.3</p> <p>Elements of Weather-temp, air pressure, humidity, wind</p>		
Standard	Cognitive Level														
SC.6.N.1.1															
SC.6.N.1.4															
SC.6.N.1.5															

Week 5	<table border="1"> <tr> <th data-bbox="249 180 436 269">Standard</th> <th data-bbox="436 180 619 269">Cognitive Level</th> </tr> <tr> <td data-bbox="249 269 436 329">SC.6.E.7.1</td> <td data-bbox="436 269 619 329"></td> </tr> </table>	Standard	Cognitive Level	SC.6.E.7.1		Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system	<p>Textbook: Unit 3 Lesson 3 HMH page 174-179</p> <p>Additional Resources: Coach pg. 59-62 (Heat Transfer) Popping Popcorn examples</p>	Energy Transfer Temperature Heat Radiation Convection Conduction	NOS: Identifying Variables Repetition vs Replication Laws & Theory		
Standard	Cognitive Level										
SC.6.E.7.1											
Week 6	<table border="1"> <tr> <th data-bbox="249 505 436 594">Standard</th> <th data-bbox="436 505 619 594">Cognitive Level</th> </tr> <tr> <td data-bbox="249 594 436 654">SC.6.E.7.2</td> <td data-bbox="436 594 619 654"></td> </tr> <tr> <td data-bbox="249 654 436 764">SC.6.E.7.4</td> <td data-bbox="436 654 619 764"></td> </tr> </table>	Standard	Cognitive Level	SC.6.E.7.2		SC.6.E.7.4		<p>Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere</p> <p>Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate</p> <p>Mini Quiz on Vocab or Spiral (NOS & 5th grade Weather)</p>	<p>Textbook: Unit 3 HMH pages 144-151</p> <p>HMH pg. 160-163</p> <p>Additional Resources: Coach book pages 79-82 (Earth's Atmosphere)</p>	Earth systems Geosphere Hydrosphere Cryosphere Atmosphere Biosphere Air pressure Troposphere Stratosphere Mesosphere Thermosphere Ozone layer Greenhouse effect	NOS: Identifying Variables Repetition vs Replication Laws & Theory
Standard	Cognitive Level										
SC.6.E.7.2											
SC.6.E.7.4											
Week 7	<table border="1"> <tr> <th data-bbox="249 894 436 984">Standard</th> <th data-bbox="436 894 619 984">Cognitive Level</th> </tr> <tr> <td data-bbox="249 984 436 1044">SC.6.E.7.5</td> <td data-bbox="436 984 619 1044"></td> </tr> <tr> <td data-bbox="249 1044 436 1114">SC.6.E.7.3</td> <td data-bbox="436 1044 619 1114"></td> </tr> </table>	Standard	Cognitive Level	SC.6.E.7.5		SC.6.E.7.3		<p>Explain how energy provided by the Sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.</p> <p>Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and pressure</p>	<p>Textbook: HMH pg. 160-163 HMH pg. 202-207 HMH pg 224-231</p> <p>Additional Resources: Coach Book pages 75-78 (Oceans Currents) Coach Book pages 63-66 (Water Cycle)</p>	Water Cycle Wind Jet stream Local winds Global winds Ocean current Surface current Deep currents Convection currents Water cycle	NOS: Identifying Variables Repetition vs Replication Laws & Theory
Standard	Cognitive Level										
SC.6.E.7.5											
SC.6.E.7.3											

Week 8		Differentiate between weather and climate	Textbook: HMH pg. 236-238, 240, 250-259 HMH pg. 296-303 HMH pg. 164-165 HMH pg. 188, 190-192, 194-195 Additional Resources: Coach Book pages 71-74 (Winds)	Weather Drought Humidity Air mass Front Climate Latitude Topography Elevation	NOS: Identifying Variables Repetition vs Replication Laws & Theory	
	Standard	Cognitive Level				Investigate how natural disasters have affected human life in Florida
	SC.6.E.7.6					Describe ways human beings protect themselves from hazardous weather and sun exposure.
	SC.6.E.7.7					Describe how the composition and structure of the atmosphere protects life and insulates the planet
	SC.6.E.7.8					
	SC.6.E.7.9					
Week 9		Catch up on any work & Review Earth Science Unit Test on Earth Science			Earth science Heat transfer Layers of the atmosphere	
End of 1st Quarter						
Week 10		Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition	Textbook: HMH pgs. 96-104, 112-114, 118-119, 86-91 Additional Resources: Coach Book pages 50-54 (Weathering, Erosion, and Deposition) Coach Book pages 55-58 (Landforms)	Physical weathering Chemical weathering Oxidation Acid precipitation Abrasion Erosion & Deposition Floodplain Delta Alluvial fan Groundwater	Earth science Heat transfer Layers of the atmosphere	
	Standard	Cognitive Level				Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes, and relate these landforms as they apply to Florida.
	SC.6.E.6.1					
	SC.6.E.6.2					
		Include:				

		<ul style="list-style-type: none"> • Beach erosion • Dunes • Caves • Sinkholes 		Shoreline Beach & Sandbar Barrier island Dune Sinkhole Glacier Landslide							
Week 11	<table border="1"> <thead> <tr> <th>Standard</th> <th>Cognitive Level</th> </tr> </thead> <tbody> <tr> <td>SC.6.L.14.1</td> <td></td> </tr> <tr> <td>SC.6.L.14.2</td> <td></td> </tr> </tbody> </table>	Standard	Cognitive Level	SC.6.L.14.1		SC.6.L.14.2		<p style="text-align: center;">Quiz on Weathering, Erosion, Deposition & Landforms</p> <p>Identify microscope parts & describe how to properly use microscope</p> <p>Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms</p> <p>Investigate and explain the components of the scientific theory of cells (cell theory) Include:</p> <ul style="list-style-type: none"> • All organisms are composed of cells • All cells come from pre-existing cells • And cells are the basic unit of life 	<p>Textbook: HMH pg. 424-427- Hierarchy HMH-392, 394-395, 397- Cell Theory</p> <p>Additional Resources: Coach pg. 173-179 (Examining Cell) Coach pg. 136-139- (The Organization of Living Things) Coach pg. 128-131- (cell theory)</p>	Organism Tissue Organ Organ system Structure Function Cell Unicellular multicellular	Earth Science Earth spheres
Standard	Cognitive Level										
SC.6.L.14.1											
SC.6.L.14.2											

<p>Week 12</p>	<table border="1"> <tr> <td data-bbox="268 277 457 367">Standard</td> <td data-bbox="457 277 604 367">Cognitive Level</td> </tr> <tr> <td data-bbox="268 367 457 435">SC.6.L.14.4</td> <td data-bbox="457 367 604 435"></td> </tr> </table>	Standard	Cognitive Level	SC.6.L.14.4		<p>Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplast, mitochondria, and vacuoles</p> <p>Quiz on Spiral or Vocab (heat transfer & spheres)</p>	<p>Textbook: HMH pg. 369-Nucleus, cell membrane, cytoplasm HMH- 414- Mitochondria HMH-416 cell wall, vacuole HMH- 417- chloroplast</p> <p>Additional resources: Coach pg. 132-135 (comparing Plant and Animal Cells)</p>	<p>Cytoplasm Organelle Cell membrane Nucleus Chloroplast Mitochondria Vacuole Cell wall</p>	<p>Earth Science Earth spheres</p>
Standard	Cognitive Level								
SC.6.L.14.4									
<p>Week 13</p>	<table border="1"> <tr> <td data-bbox="268 781 457 870">Standard</td> <td data-bbox="457 781 604 870">Cognitive Level</td> </tr> <tr> <td data-bbox="268 870 457 938">SC.6.L.14.4</td> <td data-bbox="457 870 604 938"></td> </tr> </table>	Standard	Cognitive Level	SC.6.L.14.4		<p>Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplast, mitochondria, and vacuoles</p> <p>Test on Levels of Organization & Cell Parts</p>	<p>Textbook: HMH pg. 369-Nucleus, cell membrane, cytoplasm HMH- 414- Mitochondrion HMH-416 cell wall, vacuole HMH- 417- chloroplast</p> <p>Additional resources: Coach pg. 132-135 (Comparing Plant and Animal Cells)</p>		<p>NOS: Hypothesis Laws & Theory</p>
Standard	Cognitive Level								
SC.6.L.14.4									
<p>Week 14</p>		<p>Catchup on Monday Tuesday</p> <p>Thanksgiving Week Thur-Fri</p>							

<p>Week 15</p>	<table border="1"> <tr> <th data-bbox="268 293 453 383">Standard</th> <th data-bbox="453 293 604 383">Cognitive Level</th> </tr> <tr> <td data-bbox="268 383 453 448">SC.6.L.14.3</td> <td data-bbox="453 383 604 448"></td> </tr> <tr> <td data-bbox="268 448 453 513">SC.6.L.14.5</td> <td data-bbox="453 448 604 513"></td> </tr> </table>	Standard	Cognitive Level	SC.6.L.14.3		SC.6.L.14.5		<p>Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing</p> <p>Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal)</p> <p>Describe ways these systems interact with each other to maintain homeostasis</p> <p>Quiz on Spiral or Vocab (NOS)</p>	<p>Textbook: HMH 438-441, 445, 484-485</p>	<p>Homeostasis Photosynthesis Cellular respiration mitosis</p>	<p>NOS: Hypothesis Laws & Theory</p>
Standard	Cognitive Level										
SC.6.L.14.3											
SC.6.L.14.5											
<p>Week 16</p>		<p>Catch up Week or Enrichment Week</p> <p>Review Weeks 11-14</p> <p>Unit Test (Week 11-14)</p>			<p>Earth Science Weather</p>						
<p>Week 17</p>		<p>½ Year Assessment (NOS, Earth & Life Science up TO Body Systems)</p>			<p>Earth Science Weather</p>						
CHRISTMAS BREAK!!											
<p>Week 18</p>	<table border="1"> <tr> <th data-bbox="268 1214 453 1304">Standard</th> <th data-bbox="453 1214 604 1304">Cognitive Level</th> </tr> <tr> <td data-bbox="268 1304 453 1369">SC.6.L.14.5</td> <td data-bbox="453 1304 604 1369"></td> </tr> </table>	Standard	Cognitive Level	SC.6.L.14.5		<p>Body systems-Circulatory/ Respiratory</p> <p>Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal)</p> <p>Describe ways these systems interact with each other to maintain homeostasis</p> <p>Mini Quiz on Spiral or Vocab (Weather)</p>	<p>Textbook: HMH-pg.504-505, 508-511, 513-514</p>	<p>Cardiovascular system Lymphatic system Respiratory system Blood Veins Arteries Lymph alveoli</p>	<p>Earth Science Weathering , erosion, deposition</p>		
Standard	Cognitive Level										
SC.6.L.14.5											

Week 19	<table border="1"> <tr> <th data-bbox="268 217 451 305">Standard</th> <th data-bbox="451 217 604 305">Cognitive Level</th> </tr> <tr> <td data-bbox="268 305 451 376">SC.6.L.14.5</td> <td data-bbox="451 305 604 376"></td> </tr> </table>	Standard	Cognitive Level	SC.6.L.14.5		<p>Body system- Digestive/Excretory</p> <p>Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal)</p> <p>Describe ways these systems interact with each other to maintain homeostasis</p>	<p>Textbook: HMH pg.522-529</p>	<p>Digestive system Esophagus Stomach Small and large intestine Pancreas Liver Excretory system Kidney urine</p>	<p>Earth Science Weathering, erosion, deposition</p>
Standard	Cognitive Level								
SC.6.L.14.5									
End of 2nd Quarter									

<p>Week 20</p>	<table border="1"> <thead> <tr> <th data-bbox="268 558 455 646">Standard</th> <th data-bbox="455 558 602 646">Cognitive Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="268 646 455 711">SC.6.L.14.5</td> <td data-bbox="455 646 602 711"></td> </tr> </tbody> </table>	Standard	Cognitive Level	SC.6.L.14.5		<p>Body system- Nervous/ Endocrine</p> <p>Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal)</p> <p>Describe ways these systems interact with each other to maintain homeostasis</p>	<p>Textbook: HMH pg. 534-542 HMH pg. 552-555, 558, 574-579, 586-591</p> <p>Coach pg. 140-147,(Human Body System) pg. 148-151 (Organisms that infect the Human Body)</p>	<p>Nervous system Brain Spinal cord Endocrine system Hormone Gland Sperm Testes Penis Egg Ovary Uterus Vagina Embryo Placenta</p>	<p>Life Science Cell parts</p>
Standard	Cognitive Level								
SC.6.L.14.5									

<p>Week 21</p>	<table border="1"> <thead> <tr> <th data-bbox="268 310 451 399">Standard</th> <th data-bbox="451 310 604 399">Cognitive Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="268 399 451 461">SC.6.L.14.5</td> <td data-bbox="451 399 604 461"></td> </tr> <tr> <td data-bbox="268 461 451 522">SC.6.L.14.6</td> <td data-bbox="451 461 604 522"></td> </tr> </tbody> </table>	Standard	Cognitive Level	SC.6.L.14.5		SC.6.L.14.6		<p>Reproductive/Immune</p> <p>Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) Describe ways these systems interact with each other to maintain homeostasis</p> <p>Compare and Contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites</p> <p>Mini quiz on Spiral or Vocab (Cell Parts)</p>	<p>Textbook: HMH 552-555 HMH pg.574-581</p>	<p>Immune system Antibody Immunity Vaccine T cells B cells Pathogen Noninfectious disease Infectious disease Antibiotic Antiviral drug</p>	<p>Life Science Cell parts</p>
Standard	Cognitive Level										
SC.6.L.14.5											
SC.6.L.14.6											
<p>Week 22</p>	<table border="1"> <thead> <tr> <th data-bbox="268 808 451 898">Standard</th> <th data-bbox="451 808 604 898">Cognitive Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="268 898 451 959">SC.6.L.15.1</td> <td data-bbox="451 898 604 959"></td> </tr> </tbody> </table>	Standard	Cognitive Level	SC.6.L.15.1		<p>Analyze and describe how and why organisms are classified according to shared characteristics, with emphasis on the Linnaean system combined with the concept of domains</p>	<p>Textbook: HMH pg. 454-462</p> <p>Additional Resources: Coach pg. 152-157 (Classifying Living things)</p>	<p>Linnaean Species Genus Domain Bacteria Archaea Eukarya Protista Fungi Plantae Animalia</p>	<p>NOS: Identifying variables in life science</p>		
Standard	Cognitive Level										
SC.6.L.15.1											
<p>Week 23</p>	<table border="1"> <thead> <tr> <th data-bbox="268 1239 451 1328">Standard</th> <th data-bbox="451 1239 604 1328">Cognitive Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="268 1328 451 1390">SC.6.L.15.1</td> <td data-bbox="451 1328 604 1390"></td> </tr> </tbody> </table>	Standard	Cognitive Level	SC.6.L.15.1		<p>Analyze and describe how and why organisms are classified according to shared characteristics, with emphasis on the Linnaean system combined with the concept of domains</p> <p>Quiz on Spiral or Vocab (NOS)</p>	<p>Textbook: HMH pg. 454-462</p>	<p>Linnaean Species Genus Domain Bacteria Archaea Eukarya Protista Fungi Plantae Animalia</p>	<p>NOS: Identifying variables in life science</p>		
Standard	Cognitive Level										
SC.6.L.15.1											

Week 24			<p align="center">Catch Up/Review Life Science</p> <p align="center">Unit Test on body systems & classification & cells</p>			<p>Life Science Body Systems</p>
Week 25	Standard	Cognitive Level	<p>Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy.</p> <p>Identify situations where kinetic energy is transformed into potential energy and vice versa.</p> <p align="center">Quiz on Spiral or Vocab (Body Systems)</p>	<p>Textbook: HMH pg. 320-323 HMH- pg. 325</p> <p>Additional Resources: Coach pg. 98-101 (Potential and Kinetic Energy)</p>	<p>Energy Kinetic Potential Mechanical Law of conservation of energy</p>	<p>Life Science Body Systems</p>
Week 26	Standard	Cognitive Level	<p>Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are</p> <p>Discuss weight vs mass</p>	<p>Textbook: HMH pg. 374-379</p> <p>Additional Resources: Coach pg. 111-113 (Gravity)</p>	<p>Gravity Orbit Free fall Law of gravity Inertia</p>	<p>Life Science Homeostasis</p>
	SC.6.P.11.1					
	SC.6.P.13.2					

Week 27	<table border="1"> <tr> <td>Standard</td> <td>Cognitive Level</td> </tr> <tr> <td>SC.6.P.13.1</td> <td></td> </tr> </table>	Standard	Cognitive Level	SC.6.P.13.1		<p>Investigate and describe types of forces, including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational</p> <p>Quiz on Spiral or Vocab(Homeostasis)</p>	<p>Textbook: HMH pg. 358-364 HMH pg. 366-367</p> <p>Additional Resources: Coach pg. 107-110, (Forces) Pages 114-117 (How Forces Change Motion)</p>	<p>Force Net force acceleration Balanced forces Unbalanced forces</p>	<p>Life Science Homeostasis</p>
Standard	Cognitive Level								
SC.6.P.13.1									
Week 28	<table border="1"> <tr> <td>Standard</td> <td>Cognitive Level</td> </tr> <tr> <td>SC.6.P.13.3</td> <td></td> </tr> </table>	Standard	Cognitive Level	SC.6.P.13.3		<p>Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.</p>			<p>Life Science: Classification & Linnaean</p>
Standard	Cognitive Level								
SC.6.P.13.3									
SPRING BREAK !! 🍷🍷									
Week 29		<p>Review & Test on Energy forms, Energy transformation and forces</p>			<p>Life Science: Classification & Linnaean</p>				
End of 3rd Quarter	**Quarter ends on THURSDAY APRIL 1**								
Week 30	<table border="1"> <tr> <td>Standard</td> <td>Cognitive Level</td> </tr> <tr> <td>SC.6.P.12.1</td> <td></td> </tr> </table>	Standard	Cognitive Level	SC.6.P.12.1		<p>Measure and graph distance versus time for an object moving at a constant speed.</p> <p>Interpret the relationship between distance and time for constant speed</p>	<p>HMH pg. 334-340</p> <p>Coach pg 102-106 (measuring and Graphing Speed)</p>	<p>Position Reference point Motion speed</p>	<p>Physical Science: Forms of energy Energy transformation</p>
Standard	Cognitive Level								
SC.6.P.12.1									
Week 31		<p>Review - Nature of Science</p> <p>Quiz on Spiral or Vocab (Classification AND Forms of Energy)</p>			<p>Physical Science: Gravity forces</p>				
Week 32		<p>Review- Earth Science</p>			<p>Physical Science: Forces & Graphs</p>				
Week 33		<p>Review- Life Science</p>			<p>Nature of Science</p>				
Week 34		<p>Review- Physical Science</p>			<p>Earth Science</p>				

Week 35		EOY Assessments or Review			Life Science
Week 36		EOY Assessments or Review			
Week 37		Teach a few 7th grade standards			
Week 38		Teach a few 7th grade standards/fun activities **Last week of school **			

Standards for Reference:

	Standards
<p>Quarter 1</p>	<p>SC.6.N.1.1 Define a problem from the sixth grade curriculum: use appropriate reference materials to support scientific understanding; plan and carry out scientific investigations of various types, such as systematic observations or experiments; identify variables; collect and organize data; interpret data in charts, tables, and graphics; analyze information; make predictions; and defend conclusions.</p> <p>SC.6.N.1.2 Explain why scientific investigations should be replicable.</p> <p>SC.6.N.1.3 Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.</p> <p>SC.6.N.1.4 Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.</p> <p>SC.6.N.1.5 Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.</p> <p>SC.6.N.2.1 Distinguish science from other activities involving thought.</p> <p>SC.6.N.2.2 Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.</p> <p>SC.6.N.3.1 Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.</p> <p>SC.6.E.6.1 Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.</p> <p>SC.6.E.6.2 Recognize that there are a variety of different landforms on Earth's surface, such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes, and relate these landforms as they apply to Florida.</p> <p>SC.6.E.7.1 Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.</p> <p>SC.6.E.7.2 Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.</p> <p>SC.6.E.7.3 Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.</p> <p>SC.6.E.7.4 Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.</p> <p>SC.6.E.7.5 Explain how energy provided by the Sun influences global patterns of atmospheric movement and the temperature differences between air, water, & land.</p> <p>SC.6.E.7.6 Differentiate between weather and climate.</p> <p>SC.6.E.7.9 Describe how the composition and structure of the atmosphere protects life and insulates the planet.</p>
<p>Quarter 2</p>	<p>SC.6.L.14.1 Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.</p> <p>SC.6.L.14.2 Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multicellular), all cells come from pre-existing cells, and cells are the basic unit of life.</p>

	<p>SC.6.L.14.3 Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.</p> <p>SC.6.L.14.4 Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles</p> <p>SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.</p> <p>SC.6.L.14.6 Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.</p> <p>SC.6.L.15.1 Analyze and describe how and why organisms are classified according to shared characteristics, with emphasis on the Linnaean system combined with the concept of Domains.</p>
<p>Quarter 3</p>	<p>SC.6.P.11.1 Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.</p> <p>SC.6.P.12.1 Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.</p> <p>SC.6.P.13.1 Investigate and describe types of forces, including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.</p> <p>SC.6.P.13.2 Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.</p> <p>SC.6.P.13.3 Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.</p>
<p>Quarter 4</p>	<p>Finish Physical and Review</p>