



Scope and Sequence

Grade: 6th Month: Sept/Oct/Nov

Content Area: Science

Sub Content/Unit: Life Science- “Where have all the creatures gone?”

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> Identify and explain the processes and factors behind why food is important, how different structures are needed by organisms to eat and reproduce, what the relationships are between organisms (e.g. predator/prey, producer/consumer, parasite/host, and competition), and what abiotic factors affect ecosystems. 	<ul style="list-style-type: none"> Life Science notebook/workbooks/activities Driving question and scientific principle board Labs 	<ul style="list-style-type: none"> Life Science workbooks Life science lesson slides Driving question and scientific principle printouts Lab materials as needed 	<ul style="list-style-type: none"> Activate Learning quizzes for each learning set Final evidence-based scientific explanation at the end of the unit. 	<ul style="list-style-type: none"> ~7 week unit (some lessons can be combined to decrease time)



Scope and Sequence

Grade: 6th Month: Nov/Dec/Jan/Feb

Content Area: Science

Sub Content/Unit: Earth Science- “How does water shape our world?”

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● Explain through investigating National Parks how water moves in the parks, what rock is present in the parks, and how water and rock interact. ● Relate the information learned about National Parks to the Earth as a whole to explain the processes behind water movement and cycle, rock formation and changes, and how water and rock interact. 	<ul style="list-style-type: none"> ● Earth Science notebook/workbooks/activities ● Driving question and scientific principle board ● Labs 	<ul style="list-style-type: none"> ● Earth Science workbooks ● Earth science lesson slides ● Driving question and scientific principle printouts ● Lab materials as needed 	<ul style="list-style-type: none"> ● Activate Learning quizzes for each learning set ● Final product-materials for a national park’s visitor’s center explaining the processes present in the park. 	<ul style="list-style-type: none"> ● ~9 week unit (some lessons can be combined to decrease time)



Scope and Sequence

Grade: 6th Month: March/Apr/May

Content Area: Science

Sub Content/Unit: Physical Science- “Can I Believe my Eyes?”

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● investigate how light moves through space, the conditions that need to be met to see something. ● investigate reflection and the distinction between reflection and scattering and operationally define The Law of Reflection. ● Understand that light can make things happen when absorbed. ● Define and show reflection, transmission, and absorption. 	<ul style="list-style-type: none"> ● Physical Science notebook/workbooks/activities ● Driving question and scientific principle board ● Labs 	<ul style="list-style-type: none"> ● Physical Science workbooks ● Physical science lesson slides ● Driving question and scientific principle printouts ● Lab materials as needed 	<ul style="list-style-type: none"> ● Activate Learning quizzes for each learning set ● Students build physical models representing the role light plays in vision and decide upon and draw a consensus model. 	<ul style="list-style-type: none"> ● ~8 week unit (some lessons can be combined to decrease time)

- Learn about waves and wavelength and that there are “colors” of light that are not visible—infrared and ultraviolet light.

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