6th Grade Curriculum Map First 9 Weeks 2006-2007 Earth Science

Time Frame	Standard(s) Covered	Indicator(s) Met	Main Resource(s) To Be Used	Other Resources Available
3 days	Scientific Inquiry	6.2: Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigations.	•Prentice Hall *Inside Earth* pp. 193-195	•Laboratory Skills Packet •"Lab Safety Simplified" video
1-3 days	Scientific Inquiry	6.1: Explain that there are not fixed procedures for guiding scientific investigations; however, the nature of an investigation determines the procedures needed.	•Prentice Hall *Inside Earth* pp. 184-185	•Laboratory Skills Packet
1-2 weeks	Scientific Ways of Knowing Scientific Inquiry	6.1: Describe why it is important to keep clear, thorough and accurate records. 6.1: Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigations.	•Laboratory Skills Packet	•Prentice Hall *Inside Earth* pp. 182-183
2-3 weeks	Earth and Space Science	6.2: Explain that rocks are made of one or more minerals. 6.3: Identify minerals by their characteristic properties.	•Prentice Hall *Inside Earth* Chapter 4, Sections 1,2,3	•*Earth Science Day Book* Chapter 2, Lesson 5: "Crystal Conclusions"
2-3 weeks	Earth and Space Science	6.1: Describe the rock cycle and explain that there are sedimentary, igneous and metamorphic rocks that have distinct properties (e.g., color, texture) and are formed in different ways. 6.2: Explain that rocks are made of one or more minerals.	•Prentice Hall *Inside Earth* Chapter 5, Sections 1,2,3,5,6	•*Earth Science Day Book* Chapter 2, Lesson 4: "Rock Clocks" •*Earth Science Day Book* Chapter 2, Lesson 6: "Pebble Poetry"
Upon completion of the Earth Science portion of the curriculum, a cumulative Common Assessment will be given to all 6th grade students.				

6th Grade Curriculum Map Second 9 Weeks 2006-2007 Physical Science

Time Frame	Standard(s) Covered	Indicator(s) Met	Main Resource(s) To Be Used	Other Resource(s) Available
4-5 weeks	Physical Science Physical Science Physical Science Physical Science	6.5: Explain that the energy found in nonrenewable resources such as fossil fuels (e.g., oil, coal and natural gas) originally came from the sun and may renew slowly over millions of years. 6.6: Explain that energy derived from renewable resources such as wind and water is assumed to be available indefinitely. 6.7: Describe how electric energy can be produced from a variety of sources (e.g., sun, wind and coal). 6.8: Describe how renewable and nonrenewable energy resources can be managed (e.g., fossil fuels, trees and water).	•Prentice Hall *Environmental Science* Chapter 6, Sections 1,2,4 •Prentice Hall *Electricity and Magnetism* Chapter 3, Section 2 •Prentice Hall *Motion, Forces and Energy* Chapter 5, Section 3	•*Earth Science Day Book* Chapter 3, Lesson 7: "Energy Resources" •*Earth Science Day Book* Chapter 3, Lesson 8: "The Heat is On" •*Earth Science Day Book* Chapter 3, Lesson 9: "Energy Choices" •*Earth Science Day Book* Chapter 12, Lesson 36: "Electricity from the Sea"
2-3 weeks	Physical Science Physical Science Physical Science	6.2: Describe in a chemical change new substances are formed with different properties than the original substance (e.g., rusting, burning). 6.3: Describe that in a physical change (e.g., state, Shape and size) the chemical properties of a substance Remain unchanged. 6.4: Describe that chemical and physical changes occur all around us (e.g., in the human body, cooking and industry).	•Prentice Hall *Chemical Building Blocks* Chapter 1, Section 1 Chapter 2, Section 4	•*Physical Science Day Book* Chapter 19, Lesson 56: "Lighting Up the Night" •*Physical Science Day Book* Chapter 18, Lesson 52: "Batter Up" Chapter 18, Lesson 54: "Mind Your Mummy"

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6th Grade Curriculum Map Second 9 Weeks 2006-2007 Physical Science (page 2)

Time Frame	Standard(s) Covered	Indicator(s) Met	Main Resource(s) To Be Used	Other Resource(s) Available
1 week	Physical Science	6.1: Explain that equal volumes of different substances usually have different masses.	•Prentice Hall *Chemical Building Blocks* Chapter 1, Section 2 •Prentice Hall *Motion Forces and Energy* Figure 5 on page 49	
2 weeks (Time Permitting) Open to Teacher Discretion	Scientific Inquiry Scientific Ways of Knowing Science and Technology	Suggested: Science Skills and Processes Booklet Computer Research Project: Famous Scientists, Science Careers Integrate Technology into Science Topics		
Upon completion of the Physical Science Portion of the Curriculum, a cumulative Common Assessment will be given to each 6th grader.				

6th Grade Curriculum Map Third and Fourth 9 Weeks 2006-2007
Life Science

Time Frame	FOSS Kit Section	Standard	Indicator	Additional Text Supplements	Other Resources Available
(Time Frames for each FOSS section are detailed in the FOSS Teacher Guide **Diversity of Life**)	Diversity of Life Section 1	Life Science	6.1: Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms.	*Learning About Cells* Packet pp. 19-20	
	Diversity of Life Section 2	Scientific Inquiry	6.2: Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigations.	*Learning About Cells* Packet pp. 11-17	
	Diversity of Life Section 3	Life Science	6.1: Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms. 6.3: Identify how plant cells differ from animal cells (e.g.. cell walls and chloroplasts). 6.5: Describe that in asexual reproduction all the inherited traits come from a single parent. 6.8: Describe how organisms may interact with one another.	*L.A.C.* pp. 19-20 *Learning About Cells* Packet pp. 21-23; 37-39 *Learning About Cells* Packet pp. 31-33	
	Diversity of Life Section 4	Life Science	6.1: Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms. 6.2: Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions. 6.3: Identify how plant cells differ from animal cells.	*L.A.C.* pp. 19-20 *Learning About Cells* Packet pp. 5-8 *L.A.C.* pp. 21-23; 37-39	*Life Science Day Book* Chapter 1, Lesson 1: "Sentries at the Gate" Chapter 4, Lesson 10: "All Charged Up"

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6th Grade Curriculum Map Third and Fourth 9 Weeks 2006-2007
Life Science (page 2)

Time Frame	FOSS Kit Section	Standard	Indicator	Additional Text Supplements	Other Resources Available
(Time Frames for each FOSS section are detailed in the FOSS Teacher's Guide **Diversity of Life**)	Diversity of Life Section 5	Life Science	6.1: Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms. 6.2: Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions.	*L.A.C.* pp. 19-20 *L.A.C.* pp. 5-8	
	Diversity of Life Section 6	Life Science	6.1: Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms. 6.2: Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions.	*L.A.C.* pp. 19-20 *L.A.C.* pp. 5-8	
	Diversity of Life Section 7	Life Science	6.1: Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms. 6.2: Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions. 6.4: Recognize that an individual organism does not live forever; therefore reproduction is necessary for the continuation of every species and traits are passed on to the next generation through reproduction. 6.6: Describe that in sexual reproduction an egg and sperm unite and some traits come from each parent, so the offspring is never identical to either of its parents.	*L.A.C.* pp. 19-20 *L.A.C.* pp. 5-8 *Learning About Cells* Packet page 28 *Learning About Cells* Packet pp. 31-33	*Life Science Day Book* Chapter 5, Lesson 14: "In-gene-ius" Chapter 5, Lesson 15: "Custom Corn"

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6th Grade Curriculum Map Third and Fourth 9 Weeks 2006-2007
Life Science (page 3)

Time Frame	FOSS Kit Section	Standard	Indicator	Additional Text Supplements	Other Resources Available
(Time Frames for each FOSS section are detailed in the FOSS Teacher's Guide **Diversity of Life**)	7 (continued)	Life Science	6.7: Recognize that likenesses between parents and offspring (e.g., eye color, flower color) are inherited. Other likenesses, such as table manners are learned. 6.8: Describe how organisms may interact with one another.	*Learning About Cells* Packet pp. 31-33	
	Diversity of Life Section 8	Life Science	6.2: Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions. 6.4: Recognize that an individual organism does not live forever; therefore reproduction is necessary for the continuation of every species and traits are passed on to the generation through reproduction. 6.6: Describe that in sexual reproduction an egg and sperm unite and some traits come from each parent, so the offspring is never identical to either of its parents. 6.7: Recognize that likenesses between parents and offspring are inherited. Other likenesses, such as table manners are learned. 6.8: Describe how organisms may interact with one another.	*L.A.C.* pp. 5-8 *L.A.C.* p. 28 *L.A.C.* pp. 31-33 *L.A.C.* pp. 31-33	
	Diversity of Life Section 9	Life Science	6.2: Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions.	*L.A.C.* pp. 5-8	

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6th Grade Curriculum Map Third and Fourth 9 Weeks 2006-2007
Life Science (page 4)

Time Frame	FOSS Kit Section	Standard	Indicator	Additional Text Supplements	Other Resources Available
(Time Frames for each FOSS section are detailed in the FOSS Teacher's Guide **Diversity of Life**)	9 (continued)	Life Science	6.4: Recognize that an individual organism does not live forever; therefore reproduction is necessary for the continuation of every species and traits are passed on to the next generation through reproduction	*L.A.C.* p. 28	*Life Science Day Book* Chapter 10, Lesson 28: "Walk Like an Insect" Lesson 29: "Jump" Lesson 30: "Flights of Fancy" Chapter 9, Lesson 19: "The Right Stuff"
			6.5: Describe that in asexual reproduction all the inherited traits come from a single parent.	*L.A.C.* pp. 31-33	
			6.6: Describe that in sexual reproduction an egg and sperm unite and some traits come from each parent, so the offspring is never identical to either of its parents.	*L.A.C.* pp. 31-33	
			6.7: Recognize that likenesses between parents and offspring are inherited. Other likenesses, such as table manners are learned.	*L.A.C.* pp. 31-33	
			6.8: Describe how organisms may interact with one another.		
	Diversity of Life Section 10	Life Science	6.1: Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms.	*L.A.C.* pp. 19-20	*Life Science Day Book* Chapter 9, Lesson 25: "More Bacteria for Your Buck"
			6.2: Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions.	*L.A.C.* pp. 5-8	
			6.4: Recognize that an individual organism does not live forever; therefore reproduction is necessary for the continuation of every species and traits are passed on to the next generation through reproduction.	*L.A.C.* p. 28	

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6th Grade Curriculum Map Third and Fourth 9 Weeks 2006-2007
Life Science (page 5)

Time Frame	FOSS Kit Section	Standard	Indicator	Additional Text Supplements	Other Resources Available
(Time Frames for each FOSS Section are Detailed in the Teacher's Guide)	10 (continued)	Life Science	6.5: Describe that in asexual reproduction all the inherited traits come from a single parent. 6.8: Describe how organisms may interact with one another.	*L.A.C.* pp. 31-33	
Upon completion of the Life Science Portion of the Curriculum, a cumulative Common Assessment will be given to each 6th grader.					