

6th Grade Curriculum Calendar 2020-2021

1st Nine Weeks

Dates	# of Days with Students	Objectives	Standards	Academic Vocabulary
Week 1 (8/3/20 – 8/7/20)	2	Objective: Day 1-2 Intro to Science Classroom rules & procedures	Standards:	Vocabulary:
Week 2 (8/10/20-8/14/20)	5	Objective: Day 1-2 Chap. 1 Lesson 1 (2 periods) -Students will use mathematical representations to explain how energy, work, and power are related. -Students will develop and use models to describe the two basic types of energy. *I can use math to explain how energy, work, and power are related.	Standards: 6.PS3.2 Construct a scientific explanation of the transformations between potential and kinetic energy. 6.PS3.3 Analyze and interpret data to show the relationship between kinetic energy and the mass of an object in motion and its speed.	Vocabulary: -Energy -Kinetic energy -Potential energy -Gravitational potential energy -Elastic potential energy

		<p>*I can make and use models to describe the two types of energy.</p> <p>Day 3-4 Chap. 1. Lesson 2 (2 periods) -Students will use mathematical representations to explain how to determine an object's mechanical energy.</p> <p>-Students will gather and synthesize information to compare and contrast other forms of energy.</p> <p>*I can use math representations to explain how to determine an object's mechanical energy.</p> <p>*I can gather information to compare and contrast forms of energy.</p> <p>Day 5 Chap. 1 Lesson 3 (1 periods) -Students will construct a scientific explanation based on evidence to describe how different forms of energy are related.</p>	<p>6.PS3.1 Analyze the properties and compare sources of mechanical, electrical, chemical, radiant, and thermal energy.</p> <p>6.ETS1.2 Design and test different solutions that impact energy transfer.</p>	<p>-Mechanical energy -nuclear energy -thermal energy -electrical energy -electromagnetic energy -chemical energy</p> <p>-energy transformation -law of conservation of energy</p>
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		<p>-Students will apply scientific ideas to explain the law of conservation of energy.</p> <p>*I can construct an explanation based on evidence to describe different energy forms.</p> <p>*I can use scientific ideas to explain the law of conservation of energy.</p>		
<p>Week 3 (8/17/20 – 8/21/20)</p>	5	<p>Objective:</p> <p>Day 1-5 Chap. 1 Lesson 3 (5 periods)</p> <p>-Students will construct a scientific explanation based on evidence to describe how different forms of energy are related.</p> <p>-Students will apply scientific ideas to explain the law of conservation of energy.</p> <p>*I can construct an explanation based on evidence to describe different energy forms.</p> <p>*I can use scientific ideas to explain the law of conservation of energy.</p>	<p>Standards:</p> <p>6.ETS1.2 Design and test different solutions that impact energy transfer.</p>	<p>Vocabulary:</p> <p>-energy transformation -law of conservation of energy</p>

<p>Week 4 (8/24/20-8/28/20)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1-2 -Chapt. 1 (2 periods) Study Guide Review and Assessment</p> <p>Day 3-5 Chap. 2 Lesson 1 (2 periods)</p> <p>-Students will gather and synthesize information to explain what temperature is and how it is measured.</p> <p>-Students will apply scientific ideas to explain how heat is related to temperature and thermal energy.</p> <p>*I can gather information to explain what temperature is and how it's measured.</p> <p>*I can apply scientific ideas to explain heat, temperature, and thermal energy are related.</p>	<p>Standards:</p> <p>6.PS3.4 Conduct an investigation to demonstrate the way that heat (thermal energy) moves among objects through radiation, conduction, or convection.</p>	<p>Vocabulary:</p> <p>-temperature -Celsius scale -absolute zero -Fahrenheit scale -Kelvin scale -heat</p>

<p>Week 5 (8/31/20-9/4/20)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1-2 Chap. 2 Lesson 2 (2 periods)</p> <p>-Students will apply scientific principles to compare and contrast the three forms of heat transfer.</p> <p>*I can apply scientific principles to compare and contrast the three forms of heat transfer.</p> <p>Day 3-5 Chap. 2 Lesson 3 (3 periods)</p> <p>-Students will conduct an investigation using heat conductors and insulators to examine how materials respond to heat.</p> <p>*I can investigate using heat conductors and insulators to examine how materials respond to heat.</p>	<p>Standards:</p> <p>6.PS3.4 Conduct an investigation to demonstrate the way that heat (thermal energy) moves among objects through radiation, conduction, or convection.</p> <p>6.ETS1.2 Design and test different solutions that impact energy transfer.</p> <p>6.ETS1.2 Design and test different solutions that impact energy transfer.</p>	<p>Vocabulary:</p> <p>-convection -radiation -convection current -conduction</p> <p>-conductor -specific heat -thermal expansion</p>
<p>Week 6 (9/7/20-9/11/20)</p>	<p>3</p>	<p>Objective:</p> <p>Day 1-2 -Chapt. 2 (2 periods)</p>	<p>Standards:</p>	<p>Vocabulary:</p>

<p>*Sept. 7th – Labor Day *Sept. 10th – PTC from 2-6 *Sept. 11th – Inservice</p>		<p>Study Guide Review and Assessment</p> <p>Day 3-5 Chap. 3 Lesson 1 (3 periods)</p> <p>-Students will gather and synthesize information to identify the needs that must be met by an organism’s surroundings.</p> <p>-Students will use graphical displays to identify biotic and abiotic parts of a habitat.</p> <p>-Students will apply scientific ideas to describe the levels of organization within an ecosystem.</p> <p>*I can identify an organism’s needs to be met in its surroundings.</p> <p>*I can use displays to identify biotic and abiotic parts of a habitat.</p> <p>*I can apply scientific ideas to describe the levels of organization within an ecosystem.</p>	<p>-6.LS2.1 Evaluate and communicate the impact of environmental variables on population size.</p>	<p>-conductor -specific heat -thermal expansion</p>
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<p>Week 7 (9/14/20- 9/18/20)</p>	<p>5</p>	<p>Objective:</p> <p>Chap. 3 Lesson 1 (1 period)</p> <p>-Students will gather and synthesize information to identify the needs that must be met by an organism's surroundings.</p> <p>-Students will use graphical displays to identify biotic and abiotic parts of a habitat.</p> <p>-Students will apply scientific ideas to describe the levels of organization within an ecosystem.</p> <p>*I can identify an organism's needs to be met in its surroundings.</p> <p>*I can use displays to identify biotic and abiotic parts of a habitat.</p> <p>*I can apply scientific ideas to describe the levels of organization within an ecosystem.</p>	<p>Standards:</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> -organism -species -Ecology -Habitat -Population -Biotic factor -Community -Abiotic factor -ecosystem

<p>Week 8 (9/21/20-9/25/20)</p> <p>*CASE Testing Window</p>	<p>5</p>	<p>Objective:</p> <p>Day 1-3 Chap. 3 Lesson 2 (3 periods)</p> <p>-Students will use mathematical representations to explain the causes of changes in population size.</p> <p>-Students will use graphical displays to identify factors that limit population growth. *I can use math to explain the causes of changes in population size.</p> <p>*I can use graphic displays to identify factors that limit population growth.</p> <p>Day 4-5 Chap.3 Lesson 3 (2 periods)</p> <p>-Students will construct a scientific explanation based on evidence for how adaptations help an organism survive.</p>	<p>Standards:</p> <p>6.LS2.1 Evaluate and communicate the impact of environmental variables on population size.</p> <p>6.LS2.2 Determine the impact of competitive, symbiotic, and predatory interactions in an ecosystem.</p>	<p>Vocabulary:</p> <p>-birth rate -emigration -limiting factor -death rate -immigration -population density -carrying capacity</p> <p>-natural selection -adaptation -niche -competition -predation</p>

		<p>-Students will apply scientific ideas to describe competition and predation.</p> <p>-Students will gather and synthesize information to identify the three types of symbiosis.</p> <p>*I can construct an explanation based on evidence for how adaptations help an organism survive.</p> <p>*I can apply scientific ideas to describe competition and predation.</p> <p>*I can gather information to identify the three types of symbiosis.</p>	<p>6.LS2.7 Compare and contrast auditory and visual methods of communication among organisms in relation to survival strategies of a population.</p>	<p>-predator -prey -Symbiosis -Mutualism -Commensalism -Parasitism -Parasite -host</p>
<p>Week 9 (9/28/20-10/2/20)</p> <p>*CASE Testing Window</p>	5	<p>Objective:</p> <p>Day 1-5 -Finish Chap. 3 Lesson 3</p> <p>-Chap. 3 (2 periods) Study Guide Review and Assessment</p>	Standards:	Vocabulary:

		1 st 9 weeks Review and Study Guides		
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2nd Nine Weeks

<p>Week 1 (10/12/20 - 10/16/20)</p> <p>*Oct. 16th - Staff Dev.</p>	4	<p>Objective:</p> <p>Day 1-2 Chapter 4 Lesson1 (2 periods)</p> <p>-Students will develop a model to name and describe the energy roles that organisms play in an ecosystem.</p> <p>-Students will use mathematical representations to describe how energy moves through an ecosystem.</p> <p>-Students will construct a scientific explanation based on evidence to explain how human activities may affect the balance in an ecosystem and thereby change the ecosystem.</p> <p>*I can develop a model to name and describe the energy roles that organisms play in an ecosystem.</p>	<p>Standards:</p> <p>6.LS2.3 Draw conclusions about the transfer of energy through a food web and energy pyramid in an ecosystem.</p> <p>6.LS4.1 Explain how changes in biodiversity would impact ecosystem stability and natural resources.</p>	<p>Vocabulary:</p> <p>-producer -consumer -herbivore -carnivore -Omnivore -food web -scavenger -energy pyramid -decomposer -food chain -desertification</p>
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		<p>*I can use math to describe how energy moves through an ecosystem.</p> <p>*I can construct a scientific explanation based on evidence to explain how human activities may affect the balance.</p> <p>Day 3-5 Chap. 4 Lesson 2 (3 periods)</p> <p>-Students will gather and synthesize information to identify the six major biomes found on Earth.</p> <p>*I can gather and synthesize information to identify the six major biomes found on Earth.</p>	<p>6.LS2.4 Using evidence from climate data, draw conclusions about the patterns of abiotic and biotic factors in different biomes, specifically the tundra, taiga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater ecosystems.</p>	<ul style="list-style-type: none"> -biome -climate -emergent layer -desert -rain forest -canopy -understory -grassland -savanna -deciduous tree -boreal forest -coniferous tree -tundra -permafrost
<p>Week 2 (10/19/20 - 10/23/20)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1-2 Chap. 4 Lesson 3 (2 periods)</p> <p>-Students will gather and synthesize information to</p>	<p>Standards:</p> <p>6.LS2.4 Using evidence from climate data, draw conclusions about the</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> -estuary -neritic zone

		<p>describe the two major types of aquatic ecosystems.</p> <p>*I can gather and synthesize information to describe the two major types of aquatic ecosystems.</p> <p>Day 3-4 -Chap. 4 (2 periods) Study Guide Review and Assessment</p> <p>Chap. 5 Lesson 1 (1 periods)</p> <p>-Students will develop and use models to describe how ecosystems change over time.</p> <p>-Students will construct an argument based on evidence that changes in ecosystems affect the survival of organisms.</p> <p>*I can develop and use models to describe how ecosystems change over time.</p> <p>*I can construct and argument based on evidence that changes in ecosystems affect the survival of organisms.</p>	<p>patterns of abiotic and biotic factors in different biomes, specifically the tundra, taiga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater ecosystems.</p> <p>6.LS2.6 Research the ways in which an ecosystem has changed over time in response to changes in physical conditions, population balances, human interactions, and natural catastrophes.</p>	<p>-succession -primary succession -pioneer species -secondary succession</p>
	5	Objective:	Standards:	Vocabulary:

<p>Week 3 (10/26/20 - 10/30/20)</p>		<p>Day 1-3 Chap. 5 Lesson 1 (3 periods)</p> <p>-Students will develop and use models to describe how ecosystems change over time.</p> <p>-Students will construct an argument based on evidence that changes in ecosystems affect the survival of organisms.</p> <p>*I can develop and use models to describe how ecosystems change over time.</p> <p>*I can construct and argument based on evidence that changes in ecosystems affect the survival of organisms.</p> <p>Day 4-5 -Chap. 5 Lesson 2 (2 periods)</p> <p>-Students will gather and synthesize information to identify resources humans obtain from ecosystems.</p> <p>-Students will apply scientific ideas to explain how human activities affect ecosystems.</p>	<p>6.LS2.5 Analyze existing evidence about the effect of a specific invasive species on native populations in Tennessee and design a solution to mitigate its impact.</p>	<p>-resources -greenhouse effect</p>
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		<p>*I can gather and synthesize Information to identify resources humans obtain from ecosystems.</p> <p>* I can apply scientific ideas to explain how human activities affect ecosystems.</p>	6.LS4.1 Explain how changes in biodiversity would impact ecosystem stability and natural resources.	
<p>Week 4 (11/2/20-11/6/20)</p>	5	<p>Objective:</p> <p>Day 1 -Chap. 5 Lesson 2 (1 periods)</p> <p>-Students will gather and synthesize information to identify resources humans obtain from ecosystems.</p> <p>-Students will apply scientific ideas to explain how human activities affect ecosystems.</p> <p>*I can gather and synthesize Information to identify resources humans obtain from ecosystems.</p> <p>* I can apply scientific ideas to explain how human activities affect ecosystems.</p> <p>Day 2-5 Chap. 5 Lesson 3 (4 periods)</p>	Standards:	Vocabulary:

		<p>-Students will apply scientific ideas to recognize the value of biodiversity.</p> <p>-Students will use mathematical representations to identify the factors that affect biodiversity.</p> <p>-Students will construct a scientific explanation based on evidence for how humans affect biodiversity.</p> <p>*I can apply scientific ideas to recognize the value of biodiversity.</p> <p>*I can use mathematical representations to identify the factors that affect biodiversity</p> <p>*I can construct a scientific explanation based on evidence for how humans affect biodiversity.</p>	<p>6.LS4.1 Explain how changes in biodiversity would impact ecosystem stability and natural resources.</p> <p>6.LS4.2 Design a possible solution for maintaining biodiversity of ecosystems while still providing necessary human resources without disrupting environmental equilibrium.</p> <p>6.ETS1.1 Evaluate design constraints on solutions for maintaining ecosystems and biodiversity.</p>	<ul style="list-style-type: none"> -biodiversity -keystone species -Extinction -Endangered species -Threatened species -Habitat destruction -Habitat fragmentation -Poaching -Captive breeding
<p>Week 5 (11/9/20-11/13/20)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1-3 Chap.5 Lesson 4 (3 periods)</p> <p>-Students will apply scientific ideas to identify the factors that affect species dispersal.</p>	<p>Standards:</p> <p>6.LS2.4 Using evidence from climate data, draw conclusions about the</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> -biogeography -continental drift -dispersal

		<p>* I can apply scientific ideas to identify the factors that affect species dispersal.</p> <p>Day 4-5 -Chap. 5 Study Guide Review and Assessment</p>	<p>patterns of abiotic and biotic factors in different biomes, specifically the tundra, taiga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater ecosystems.</p>	<p>-exotic species</p>
<p>Week 6 (11/16/20 - 11/20/20)</p>	<p>5</p>	<p>Objective:</p> <p>Chap. 6 Lesson 1 (3 periods)</p> <p>-Students will gather and synthesize information about renewable sources of energy.</p> <p>-Students will interpret information to explain how a nuclear power plant produces electricity.</p> <p>*I can gather and synthesize information about renewable sources of energy.</p> <p>*I can interpret information to explain how a nuclear power plant produces electricity.</p>	<p>Standards:</p> <p>6.ESS3.1 Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability.</p>	<p>Vocabulary:</p> <p>-solar energy -geothermal energy -nuclear fission -reactor vessel -fuel rod -control rod</p>

		<p>Chap. 6 Lesson 2 (2 periods)</p> <p>-Students will gather and synthesize information to explain how human energy use has changed over time.</p> <p>-Students will apply scientific ideas to describe ways to ensure that there will be enough energy for the future.</p> <p>*I can gather and synthesize information to explain how human energy use has changed over time.</p> <p>*I can apply scientific ideas to describe ways to ensure that there will be enough energy for the future.</p>	<p>6.ESS3.1 Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability.</p> <p>6.ESS3.2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources.</p>	<p>-efficiency -insulation -energy conservation</p>
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<p>Week 7 (11/30/20 -12/4/20)</p>	<p>5</p>	<p>Objective: Day 1-2 -Chap. 6 Study Guide</p>	<p>Standards:</p>	<p>Vocabulary:</p>
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		<p>Review and Assessment</p> <p>Day 3-5 Chap. 7 Lesson 1 (3 periods)</p> <ul style="list-style-type: none"> -Students will gather and synthesize information to describe how people and other living things use water. -Students will use graphical displays to describe how Earth's water is distributed. -Students will develop and use models to explain how Earth's water moves through the water cycle. <p>*I can gather and synthesize information to describe how people and other living things use water.</p> <p>*I can use graphical displays to describe how Earth's water is distributed.</p> <p>*I can develop and use models to explain how Earth's water moves through the water cycle.</p>	<p>6. ESS2.4 Apply scientific principles to design a method to analyze and interpret the impact of humans and other organisms on the hydrologic cycle.</p>	<ul style="list-style-type: none"> -habitat -groundwater -water cycle -evaporation -transpiration -precipitation
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<p>Week 8 (12/7/20-12/11/20)</p> <p>*CASE Testing Window</p>	<p>5</p>	<p>Objective:</p> <p>Day 1-4 Chap. 7 Lesson 2 (3 periods)</p> <p>-Students will gather and synthesize information to explain what a river system is.</p> <p>-Students will construct an explanation based on evidence for how ponds and lakes form.</p> <p>-Students will apply scientific ideas to describe the changes that occur in ponds in lakes.</p> <p>*I can gather and synthesize information to explain what a river system is.</p> <p>*I can construct an explanation based on evidence for how ponds and lakes form.</p> <p>*I can apply scientific ideas to describe the changes that occur in ponds in lakes.</p> <p>Day 5 Chap. 7 Lesson 3 (2 periods)</p> <p>-Students will develop and use a model to describe how water</p>	<p>Standards:</p> <p>6.ESS2.4 Apply scientific principles to design a method to analyze and interpret the impact of humans and other organisms on the hydrologic cycle.</p> <p>6.ESS2.4 Apply scientific principles to design a</p>	<p>Vocabulary:</p> <p>-tributary -watershed -divide -reservoir -eutrophication</p> <p>-permeable -impermeable</p>
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		<p>moves through underground layers of soil and rock.</p> <p>-Students will evaluate possible design solutions for obtaining water from an aquifer.</p> <p>*I can develop and use a model to describe how water moves through underground layers of soil and rock.</p> <p>*I can evaluate possible design solutions for obtaining water from an aquifer.</p>	<p>method to analyze and interpret the impact of humans and other organisms on the hydrologic cycle.</p>	<p>-unsaturated zone -saturated zone -water table -aquifer -artesian well</p>
<p>Week 9 (12/14/20 - 12/18/20)</p> <p>*CASE Testing Window</p>	4	<p>Objective:</p> <p>Day 1-5</p> <p>-Review 2nd 9 weeks for Case -Case assessment</p>	Standards:	Vocabulary:

3rd Nine Weeks

<p>Week 1 (1/4/21-1/8/21)</p> <p>*Jan. 1st - Inservice</p>	4	<p>Objective:</p> <p>Day 1-3 Chap. 7 Lesson 4 (2 periods)</p> <p>-Students will use graphical displays to identify</p>	<p>Standards:</p> <p>Related to 6.ESS2</p>	Vocabulary:
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		<p>characteristics of the ocean and ocean water.</p> <p>-Students will develop and use models to identify the features and main sections of the ocean floor.</p> <p>*I can use graphical displays to identify characteristics of the ocean and ocean water.</p> <p>*I can will develop and use models to identify the features and main sections of the ocean floor.</p> <p>Day 4-5</p> <p>Chap. 7 Lesson 5 (2 periods)</p> <p>-Students will develop and use a model to explain how waves form and change and will describe the characteristics of waves.</p> <p>-Students will present information to describe how waves affect shorelines and beaches.</p> <p>*I can develop and use a model to explain how waves form and</p>	<p>Related to 6.ESS2</p>	<ul style="list-style-type: none"> -salinity -sonar -seamount -trench -continental slope -continental shelf -abyssal plain -mid-ocean ridge <ul style="list-style-type: none"> -wave -tsunami -wavelength -longshore drift -frequency -rip current -wave height -grain
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		<p>change and will describe the characteristics of waves.</p> <p>*I can present information to describe how waves affect shorelines and beaches.</p>		
<p>Week 2 (1/11/21-1/15/21)</p>	5	<p>Objective:</p> <p>Day 1-3 Chap. 7 Lesson 6 (3 periods)</p> <p>-Students will apply scientific principles to identify what causes surface currents and explain how surface currents affect climate.</p> <p>-Students will construct a scientific explanation based on evidence to identify the causes of deep currents and describe the effects that deep currents have.</p> <p>*I can apply scientific principles to identify what causes surface currents and explain how surface currents affect climate.</p> <p>*I can construct a scientific explanation based on evidence</p>	<p>Standards:</p> <p>6.ESS2.1 Gather evidence to justify that oceanic convection currents are caused by the sun's transfer of heat energy and differences in salt concentration leading to global water movement.</p> <p>6. ESS2.2 Diagram convection patterns that flow due to uneven heating of the earth.</p> <p>6.ESS2.3 Construct an explanation for how atmospheric flow, geographic features, and ocean currents affect the climate of a region through heat transfer.</p>	<p>Vocabulary:</p> <p>-current -climate -Coriolis effect -El Nino -La Nina</p>

		<p>to identify the causes of deep currents and describe the effects that deep currents have.</p> <p>Day 4-5 -Chap. 7 Study Guide Review and Assessment</p>	<p>6.ESS2.4 Apply Scientific principles to design a method to analyze and interpret the impact of humans and other organisms on the hydrologic cycle.</p>	
<p>Week 3 (1/18/21-1/22/21)</p> <p>*Jan. 20th – MLK Jr. Day</p>	4	<p>Objective:</p> <p>Day 1-2 Chap. 8 Lesson 1 (2 periods)</p> <p>-Students will develop and use models to describe how water moves to and from the atmosphere during the water cycle.</p> <p>-Students will construct a scientific explanation based on evidence to describe humidity and how it is measured.</p> <p>*I can develop and use models to describe how water moves to and from the atmosphere during the water cycle.</p> <p>*I can construct a scientific explanation based on evidence to describe humidity and how it is measured.</p>	<p>Standards:</p> <p>6.ESS2.4 Apply scientific principles to design a method to analyze and interpret the impact of humans and other organisms on the hydrologic cycle.</p>	<p>Vocabulary:</p> <p>-water cycle -evaporation -condensation -humidity -relative humidity -psychrometer</p>

		<p>Day 2-3 Chap. 8 Lesson 2 (2 periods)</p> <p>-Students will develop and use models to explain how clouds form.</p> <p>-Students will obtain information to describe the three main types of clouds.</p> <p>*I can develop and use models to explain how clouds form.</p> <p>*I can obtain information to describe the three main types of clouds.</p>	<p>Related to 6.ESS2</p>	<p>-dew point -cirrus -cumulus -stratus</p>
<p>Week 4 (1/25/21- 1/29/21)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1-3 Chap. 8 Lesson 3 (3 periods)</p> <p>-Students will gather and synthesize information to identify the common types of precipitation.</p> <p>-Students will investigate the effects of floods and droughts.</p>	<p>Standards:</p> <p>Related to 6.ESS2</p>	<p>Vocabulary:</p> <p>-precipitation -rain gauge -flood -drought</p>

		<p>*I can gather and synthesize information to identify the common types of precipitation.</p> <p>*I can investigate the effects of floods and droughts.</p> <p>Day 4-5 Chap. 8 Lesson 4 (2 periods)</p> <p>-Students will gather and synthesize information to explain how scientists describe winds.</p> <p>-Students will apply scientific principles to distinguish between local winds and identify major global wind belts.</p> <p>*I can gather and synthesize information to explain how scientists describe winds.</p> <p>*I can apply scientific principles to distinguish between local winds and identify major global wind belts.</p>	<p>6.ESS2.2 Diagram convection patterns that flow due to uneven heating of the earth.</p>	<ul style="list-style-type: none"> -wind -anemometer -windchill factor -local winds -sea breeze -land breeze -global winds -Coriolis effect -latitude
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<p>Week 5 (2/1/21- 2/5/21)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1 Chap. 8 Lesson 4 (1 periods)</p> <p>-Students will gather and synthesize information to explain how scientists describe winds.</p> <p>-Students will apply scientific principles to distinguish between local winds and identify major global wind belts.</p> <p>*I can gather and synthesize information to explain how scientists describe winds.</p> <p>*I can apply scientific principles to distinguish between local winds and identify major global wind belts.</p> <p>Day 2-4 Chap. 8 Lesson 5 (3 periods)</p> <p>-Students will gather and synthesize information to identify the major air masses that affect the weather in North America and describe how they move.</p>	<p>Standards:</p> <p>6.ESS2.2 Diagram convection patterns that flow due to uneven heating of the earth.</p> <p>6.ESS2.6 Explain how relationships between the movement and interactions of air masses, high and low pressure systems, and frontal boundaries result in weather conditions and severe storms</p>	<p>Vocabulary:</p> <p>-air mass -tropical -polar -maritime -continental -jet stream -front -occluded -cyclone -anticyclone</p>
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		<p>-Students will develop and use models to describe the main types of fronts.</p> <p>-Students will apply scientific ideas to explain the types of weather that are associated with cyclones and anticyclones.</p> <p>*I can gather and synthesize information to identify the major air masses that affect the weather in North America and describe how they move.</p> <p>*I can develop and use models to describe the main types of fronts.</p> <p>*I can apply scientific ideas to explain the types of weather that are associated with cyclones and anticyclones.</p> <p>Day 5 Chap. 8 Lesson 6 (1 periods)</p> <p>-Students will develop and use models to identify the main kinds of storms and explain how they form.</p> <p>-Students will apply scientific principles to describe measures</p>	<p>6.ESS2.6 Explain how relationships between the movement and interactions of air masses, high and low pressure systems, and frontal boundaries result in weather conditions and severe storms.</p>	<p>-storm -thunderstorm -lightning -hurricane -storm surge -tornado -evacuate</p>
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		<p>that can be taken to ensure safety in a storm.</p> <p>*I can develop and use models to identify the main kinds of storms and explain how they form.</p> <p>*I can apply scientific principles to describe measures that can be taken to ensure safety in a storm.</p>		
<p>Week 6 (2/8/21- 2/12/21)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1 Chap. 8 Lesson 6 (1 periods)</p> <p>-Students will develop and use models to identify the main kinds of storms and explain how they form.</p> <p>-Students will apply scientific principles to describe measures that can be taken to ensure safety in a storm.</p> <p>*I can develop and use models to identify the main kinds of</p>	<p>Standards:</p>	<p>Vocabulary:</p>

		<p>storms and explain how they form.</p> <p>*I can apply scientific principles to describe measures that can be taken to ensure safety in a storm.</p> <p>Day 2-4 Chap. 8 Lesson 7 (3 periods)</p> <p>-Students will investigate how weather forecasters use observations, data, and technology to predict the weather.</p> <p>-Students will analyze and interpret data to describe what can be learned from information shown on weather maps.</p> <p>*I can investigate how weather forecasters use observations, data, and technology to predict the weather.</p> <p>*I can analyze and interpret data to describe what can be learned from information shown on weather maps.</p>	<p>6.ESS2.5 Analyze and interpret data from weather conditions, weather maps, satellites, and radar to predict probable local weather patterns and conditions.</p>	<p>-meteorologist -Isobar -isotherm</p>
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		<p>Day 5 -Chap. 8 Study Guide Review and Assessment</p>		
<p>Week 7 (2/15/21- 2/19/21)</p> <p>*2/15 – President’s Day *2/18 – PTC 1-6 *2/19 – Staff Dev.</p>	2	<p>Objective:</p> <p>Day 1-3 Chap. 9 Lesson 1 9 (3 periods)</p> <p>-Students will apply scientific principles to identify factors that influence temperature.</p> <p>-Students will construct a scientific explanation based on evidence to identify factors that influence precipitation.</p> <p>*I can apply scientific principles to identify factors that influence temperature. *I can construct a scientific explanation based on evidence to identify factors that influence precipitation.</p> <p>Day 4-5 Chap. 9 Lesson 2 (2 periods)</p>	<p>Standards:</p> <p>6.LS2.4 Using evidence from climate data, draw conclusions about the patterns of abiotic and biotic factors indifferent biomes, specifically the tundra, taiga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater ecosystems.</p> <p>6.ESS2.3 Construct an explanations for how atmospheric flow, geographic features, and ocean currents affect the climate of a region through heat transfer.</p>	<p>Vocabulary:</p> <p>-climate -tropical zone -Polar zone -temperate zone -marine climate -Continental climate -Windward -Leeward -monsoon</p>

		<p>-Students will analyze and interpret data to identify factors used to define climates.</p> <p>-Students will apply scientific principles to describe the six main climate regions.</p> <p>*I can analyze and interpret data to identify factors used to define climates.</p> <p>*I can apply scientific principles to describe the six main climate regions.</p>	<p>6.LS2.4 Using evidence from climate data, draw conclusions, about the patterns of abiotic and biotic factors in different biomes, specifically the tundra, taiga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater ecosystems.</p> <p>6.ESS2.3 Construct an explanation for how atmospheric flow, geographic features, and ocean currents affect the climate of a region through heat transfer.</p>	
<p>Week 8 (2/22/21- 2/26/21)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1 Chap. 9 Lesson 2 (1 periods)</p> <p>-Students will analyze and interpret data to identify factors used to define climates.</p> <p>-Students will apply scientific principles to describe the six main climate regions.</p> <p>*I can analyze and interpret data to identify factors used to define climates.</p>	<p>Standards:</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> -rain forest -savanna -steppe -desert -humid subtropical -subarctic -tundra -permafrost

		<p>*I can apply scientific principles to describe the six main climate regions.</p> <p>Day 2-3 -Finish Chap. 9 Lesson 2</p> <p>-Chap. 9 Study Guide/ Assessment</p> <p>Day 4-5</p> <p>Chap. 10 Lesson 1 (2 periods)</p> <p>-Students will gather and synthesize information to identify the general categories of environmental issues.</p> <p>-Students will explore how decision makers evaluate and balance opposing needs and concerns when establishing environmental policy.</p> <p>*I can gather and synthesize information to identify the general categories of environmental issues.</p> <p>*I can explore how decision makers evaluate and balance opposing needs and concerns</p>	<p>6.ESS3.1 Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability.</p> <p>6. ESS3.2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources.</p>	<p>-natural resource -pollution -point source -nonpoint source -environmental science</p>
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		when establishing environmental policy		
<p>Week 9 (3/1/21-3/5/21)</p> <p>*CASE Testing Window</p>	5	<p>Objective:</p> <p>Day 1 Chap. 10 Lesson 1 (1 periods)</p> <p>-Students will gather and synthesize information to identify the general categories of environmental issues.</p> <p>-Students will explore how decision makers evaluate and balance opposing needs and concerns when establishing environmental policy.</p> <p>*I can gather and synthesize information to identify the general categories of environmental issues.</p> <p>*I can explore how decision makers evaluate and balance opposing needs and concerns when establishing environmental policy</p> <p>Day 2-5 -Case Testing Review and Assessment</p>	Standards:	Vocabulary:

<p>Extra Week (3/8/21 – 3/12/21)</p> <p>*CASE Testing Window</p>	<p>5</p>	<p>Objective:</p> <p>Day 1-3 Chap. 10 Lesson 2 (4 periods)</p> <p>-Students will gather and synthesize information to explain what natural resources are and distinguish between renewable and nonrenewable resources.</p> <p>-Students will apply scientific principles to explain why natural resources are important.</p> <p>*I can gather and synthesize information to explain what natural resources are and distinguish between renewable and nonrenewable resources.</p> <p>*I can apply scientific principles to explain why natural resources are important.</p> <p>Day 4-5 Chap. 10 Lesson 3 (2 periods)</p> <p>-Students will gather and synthesize information to describe how people use land.</p>	<p>Standards:</p> <p>6.ESS3.1 Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability.</p> <p>6.ESS3.2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources.</p> <p>6.ESS3.3 Assess the impacts of human activities on the biosphere including conservation, habitat management, species</p>	<p>Vocabulary:</p> <p>-renewable resource -sustainable use -nonrenewable resource -ecological footprint -conservation</p> <p>-litter -topsoil -subsoil -bedrock -erosion -nutrient depletion</p>

		<p>-Students will develop and use models to explain why soil management is important.</p> <p>*I can gather and synthesize information to describe how people use land.</p> <p>*I can develop and use models to explain why soil management is important.</p>	<p>endangerment, and extinction.</p>	<p>-fertilizer -desertification -drought -land reclamation</p>
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4th Nine Weeks

<p>Week 1 (3/15/21-3/19/21)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1 Chap. 10 Lesson 3 (1 periods)</p> <p>-Students will gather and synthesize information to describe how people use land.</p> <p>-Students will develop and use models to explain why soil management is important.</p> <p>*I can gather and synthesize information to describe how people use land.</p> <p>*I can develop and use models to explain why soil management is important.</p> <p>Day 2-5 Chap. 10 Lesson 4 (4 periods)</p>	<p>Standards:</p>	<p>Vocabulary:</p>
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		<p>-Students will use graphical displays to identify three methods of solid waste disposal.</p> <p>-Students will apply scientific principles to identify ways people can help control the solid waste problem.</p> <p>*I can use graphical displays to identify three methods of solid waste disposal.</p> <p>*I can apply scientific principles to identify ways people can help control the solid waste problem.</p>	<p>6.ESS3.3 Assess the impacts of human activities on the biosphere including conservation, habitat management, species endangerment, and extinction.</p>	<p>-municipal solid waste -incineration -Pollutant -Leachate -sanitary landfill -recycling -biodegradable -hazardous waste</p>
<p>Week 2 (3/22/21-3/26/21)</p> <p>*Mar. 26th - Inservice</p>	4	<p>Objective:</p> <p>Day 1-3 Chap. 10 Lesson 5 (3 periods)</p> <p>-Students will gather and synthesize information to identify the causes of indoor and outdoor air pollution.</p> <p>-Students will develop and use models to explain the importance of the ozone layer and how it has been damaged.</p> <p>-Students will construct a scientific explanation based on</p>	<p>Standards:</p> <p>6.ESS3.2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources. 6.ESS3.3 Assess the impacts of human activities on the biosphere including conservation, habitat management, species endangerment, and extinction.</p>	<p>Vocabulary:</p> <p>-emissions -photochemical smog -ozone -temperature inversion -acid rain -radon -ozone layer -chlorofluorocarbon</p>

		<p>evidence to explain the key to reducing air pollution.</p> <p>*I can gather and synthesize information to identify the causes of indoor and outdoor air pollution.</p> <p>*I can develop and use models to explain the importance of the ozone layer and how it has been damaged.</p> <p>*I can construct a scientific explanation based on evidence to explain the key to reducing air pollution.</p> <p>Day 4-5 Chap. 10 Lesson 6 (2 periods)</p> <p>-Students will construct a scientific explanation based on evidence to explain why fresh water is a limited resource.</p> <p>-Students will use graphical displays to identify the major sources of water pollution.</p> <p>-Students will apply scientific principles to suggest possible solutions for reducing water pollution.</p>	<p>6.ESS3.2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources.</p> <p>6.ESS3.3 Assess the impacts of human activities on the biosphere including conservation, habitat management, species endangerment, and extinction.</p>	<p>-groundwater -pesticide -sewage -sediment</p>
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		<p>*I can construct a scientific explanation based on evidence to explain why fresh water is a limited resource.</p> <p>*I can use graphical displays to identify the major sources of water pollution.</p> <p>*I can apply scientific principles to suggest possible solutions for reducing water pollution.</p>		
<p>Week 3 (4/5/21-4/9/21)</p>	<p>5</p>	<p>Objective:</p> <p>Day 1-2 Chap. 10 Lesson 6 (2 periods)</p> <p>-Students will construct a scientific explanation based on evidence to explain why fresh water is a limited resource.</p> <p>-Students will use graphical displays to identify the major sources of water pollution.</p> <p>-Students will apply scientific principles to suggest possible solutions for reducing water pollution.</p>	<p>Standards:</p>	<p>Vocabulary:</p>

		<p>*I can construct a scientific explanation based on evidence to explain why fresh water is a limited resource.</p> <p>*I can use graphical displays to identify the major sources of water pollution.</p> <p>*I can apply scientific principles to suggest possible solutions for reducing water pollution.</p> <p>Day 3-4 -Chap. 10 Study Guide Review and Assessment</p> <p>Day 5</p> <p>STEM Part 1 Lesson 1 (1 period)</p> <p>-Students will gather and synthesize information to identify skills scientists use to learn about the world.</p> <p>*I can gather and synthesize information to identify skills scientists use to learn about the world.</p>	<p>6.ESS3.1 Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability.</p> <p>6. ESS3.2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources.</p>	<p>-science -observing -quantitative -observation -inferring -predicting -classifying -making models -evaluating -scientific investigation</p>
Week 4	5	Objective:	Standards:	Vocabulary:

<p>(4/12/21-4/16/21)</p>		<p>Day 1-3 STEM Part 1 Lesson 1 (3 period)</p> <p>-Students will gather and synthesize information to identify skills scientists use to learn about the world. *I can gather and synthesize information to identify skills scientists use to learn about the world.</p> <p>Day 4-5 STEM Part 1 Lesson 2 (2 periods)</p> <p>-Students will gather and synthesize information to describe the attitudes that are necessary for thinking scientifically, ethically, and without bias.</p> <p>-Students will obtain information to explain the difference between scientific and nonscientific thinking.</p> <p>-Students will construct an argument to explain that scientific knowledge is durable because it is open to change as new evidence and interpretations are encountered.</p>		<ul style="list-style-type: none"> -skepticism -personal bias -cultural bias -experimental bias -ethics -objective -subjective -deductive reasoning -inductive reasoning
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		<p>*I can gather and synthesize information to describe the attitudes that are necessary for thinking scientifically, ethically, and without bias.</p> <p>*I can obtain information to explain the difference between scientific and nonscientific thinking.</p> <p>*I can construct an argument to explain that scientific knowledge is durable because it is open to change as new evidence and interpretations are encountered.</p>		
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Week 5 (4/19/21- 4/23/21)	5	<p>Objective:</p> <p>Day 1-3 STEM Part 1 Lesson 2 (3 periods)</p> <p>-Students will gather and synthesize information to describe the attitudes that are necessary for thinking scientifically, ethically, and without bias.</p> <p>-Students will obtain information to explain the difference</p>	Standards:	Vocabulary:
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	<p>between scientific and nonscientific thinking.</p> <p>-Students will construct an argument to explain that scientific knowledge is durable because it is open to change as new evidence and interpretations are encountered.</p> <p>*I can gather and synthesize information to describe the attitudes that are necessary for thinking scientifically, ethically, and without bias.</p> <p>*I can obtain information to explain the difference between scientific and nonscientific thinking.</p> <p>*I can construct an argument to explain that scientific knowledge is durable because it is open to change as new evidence and interpretations are encountered.</p> <p>Day 4-5 STEM Part 1 Lesson 2 (2 periods)</p> <p>-Students will gather and synthesize information to describe the attitudes that are necessary for thinking</p>		
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		<p>scientifically, ethically, and without bias.</p> <p>-Students will obtain information to explain the difference between scientific and nonscientific thinking.</p> <p>-Students will construct an argument to explain that scientific knowledge is durable because it is open to change as new evidence and interpretations are encountered.</p> <p>*I can gather and synthesize information to describe the attitudes that are necessary for thinking scientifically, ethically, and without bias.</p> <p>*I can obtain information to explain the difference between scientific and nonscientific thinking.</p> <p>*I can construct an argument to explain that scientific knowledge is durable because it is open to change as new evidence and interpretations are encountered.</p>		
	4	Objective:	Standards:	Vocabulary:

<p>Week 6 (4/26/21-4/30/21)</p> <p>*Apr. 30th – Staff Dev.</p>		<p>STEM Part 1 Lesson 2 (2 periods)</p> <p>-Students will gather and synthesize information to describe the attitudes that are necessary for thinking scientifically, ethically, and without bias.</p> <p>-Students will obtain information to explain the difference between scientific and nonscientific thinking.</p> <p>-Students will construct an argument to explain that scientific knowledge is durable because it is open to change as new evidence and interpretations are encountered.</p> <p>*I can gather and synthesize information to describe the attitudes that are necessary for thinking scientifically, ethically, and without bias.</p> <p>*I can obtain information to explain the difference between scientific and nonscientific thinking.</p> <p>*I can construct an argument to explain that scientific knowledge is durable because it is open to</p>		
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		change as new evidence and interpretations are encountered.		
Week 7 (5/3/21- 5/7/21)	5	<p>Objective:</p> <p>Day 1- Start STEM Part 1 Lesson 3 (7 periods)</p> <p>-Students will construct an investigation based on evidence to describe what scientific inquiry is and how it involves posing questions and developing hypothesis.</p> <p>-Students will develop and use a model to explain how to design and conduct an experiment so that it uses sound scientific principles.</p> <p>-Students will apply scientific ideas apply scientific ideas to differentiate between a scientific theory and a scientific law.</p> <p>*I can construct an investigation based on evidence to describe what scientific inquiry is and how it involves posing questions and developing hypothesis.</p>	Standards:	<p>Vocabulary:</p> <ul style="list-style-type: none"> -scientific inquiry -hypothesis -variables -independent variables -dependent variables -controlled experiment -data -scientific theory -scientific law

		<p>*I can develop and use a model to explain how to design and conduct an experiment so that it uses sound scientific principles.</p> <p>*I can apply scientific ideas apply scientific ideas to differentiate between a scientific theory and a scientific law.</p>		
<p>Week 8 (5/10/21- 5/14/21)</p>	<p>5</p>	<p>Objective:</p> <p>STEM Part 2 Lesson 1 (5 periods)</p> <p>-Students will construct an explanation based on evidence for why scientists use a standard measurement system.</p> <p>-Students will use mathematical representations to identify the SI units of measure for length, mass, volume, density, time, and temperature.</p> <p>*I can construct an explanation based on evidence for why scientists use a standard measurement system.</p> <p>*I can use mathematical representations to identify the SI units of measure for length,</p>	<p>Standards:</p>	<p>Vocabulary:</p> <p>-metric system -International system of Units -mass -weight -volume -density</p>

		mass, volume, density, time, and temperature.		
Week 9 (5/17/21- 5/21/21)	5	<p>Objective:</p> <p>STEM Part 2 Lesson 2 (5 periods)</p> <p>-Students will apply scientific ideas to describe the math skills scientists use in collecting data and making measurements.</p> <p>-Students will gather and synthesize information to describe what math skills scientists use to analyze their data.</p> <p>*I can apply scientific ideas to describe the math skills scientists use in collecting data and making measurements.</p> <p>*I can gather and synthesize information to describe what math skills scientists use to analyze their data.</p>	Standards:	<p>Vocabulary:</p> <ul style="list-style-type: none"> -estimate -accuracy -precision -significant figures -Percent error -mean -median -mode -range -anomalous data
Extra Week	3	-STEM Part 2 Lesson 3 (2 periods)		<ul style="list-style-type: none"> -graph -linear graph -nonlinear graph

<p>(5/24/21-5/28/21)</p> <p>*May 27th - Admin. Day</p> <p>*May 28th - Graduation</p>		<p>-Students will use mathematical representations to explain what kinds of data graphs can display.</p> <p>-Students will gather and synthesize information to identify different types of graphs and explain how each is used.</p> <p>*I can use mathematical representations to explain what kinds of data graphs can display.</p> <p>*I can gather and synthesize information to identify different types of graphs and explain how each is used.</p> <p>STEM Part 2 Lesson 4 (5 periods)</p> <p>-Students will gather and synthesize information to explain how models are used in science.</p> <p>-Students will use graphical displays to describe different types of systems and identify characteristics that all systems share.</p> <p>-Students will examine models of natural systems and compare the model to the system itself.</p>		<p>-model -system -input -process -output -feedback</p>
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		<p>*I can gather and synthesize information to explain how models are used in science.</p> <p>*I can use graphical displays to describe different types of systems and identify characteristics that all systems share.</p> <p>*I can examine models of natural systems and compare the model to the system itself.</p>		
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