

Course Title:	Science
Grade(s):	6

Course Description
This engaging year-long, NGSS-connected Grade 6 General Science course uses the LabAids program to explore core concepts in Life, Physical, and Earth Science through an issue-oriented and phenomena-based approach. Students actively engage in scientific practices to investigate real-world problems related to Human Body Systems, From Cells to Organisms, Weather and Climate, and Energy. The curriculum challenges students to analyze evidence, develop models, and construct arguments to explain how complex systems interact. By focusing on societal issues and observable phenomena, the course fosters critical thinking and a deep, usable understanding of how science and engineering impact their world. Foundational skills, including scientific inquiry and laboratory safety, are integrated in all units to ensure responsible and evidence-based investigation. Throughout the course, students will focus on applying scientific thinking and skills to the content.
Approved Curricular Materials/Textbook(s)
Lab-Aids Third Edition: Body Systems From Cells to Organisms Weather and Climate Energy

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Science, Phenomena, and the Laboratory	This unit serves as a critical introduction to Grade 6 General Science, establishing the foundational knowledge, practices, and safety protocols essential for success in all subsequent units. It is designed to immerse students in the Next Generation Science Standards (NGSS) approach, moving them beyond traditional textbook learning to actively figuring out the world around them.	4 weeks (September)

Unit 2: Body Systems	By the end of this unit, students will: • Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. • Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. • Develop a model to describe how food is rearranged through chemical reactions, forming new molecules that support growth and/or release energy as this matter moves through an organism.	8 weeks (October - November)
Unit 3: From Cells to Organisms	By the end of this unit, students will: • Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. • Develop and use a model to describe the function of a cell as a whole and the ways parts of cells contribute to the function. • Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. • Develop a model to describe how food is rearranged through chemical reactions, forming new molecules that support growth and/or release energy as this matter moves through an organism. This unit also builds toward a more complete understanding of concepts related to MS-LS1-3: Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. MS-LS1-3 is assessed in the Body Systems unit of Issues and Life Science.	8 weeks (December - February)
Unit 4: Weather and	By the end of this unit, students will: • Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. • Develop and use a model to describe how unequal heating and rotation of	7 weeks (February - April)

Climate	the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. • Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. • Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	
Unit 5: Energy	By the end of this unit, students will: • Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. • Plan an investigation to determine the relationship among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. • Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. • Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.	4 weeks (May-June)