

6th Grade Science



Expectations

1. Treat everyone in the classroom with respect.
2. Cell phones are to be in the cell phone holder if they are in the classroom.
3. Be in your seat and prepared when the bell rings.
4. Be responsible.

Mrs. Carroll
Ms. McDonald

Units of Study

1. Physical Science
2. Life Science
3. Earth Science
4. Engineering, Technology, and Applications of Science

Materials Needed

- ☐ Chromebook
- ☐ Pencil
- ☐ 1 inch Binder
- ☐ Highlighter
- ☐ Color Pencils

Grading Policy

Students will be graded in the following categories:

- Classwork (This becomes homework if they do not finish it in class.)
- Bell Work
- Test/Quiz
- Projects/Labs

Students are responsible for making up any missed assignments. They will be given two days for each missed day to complete missed work.

Mrs. Carroll's Daily Schedule

1st Period	7:50 a.m.-9:00 a.m.	Science
2nd Period	9:05 a.m.- 9:50 a.m.	RTI
3rd Period	9:55 a.m.- 11:00 a.m.	Science
4th Period	11:05 a.m.- 12:35 p.m.	Science/Lunch
5th Period	12:40 p.m.- 1:45 p.m.	Science
6th Period	1:50 p.m.- 3:00 p.m.	Planning

Contact

Email:
scarroll@gcboe.us

Text:
School Status

Lab Activities

Lab activities will be incorporated in class when possible. Students will need to follow all instructions to ensure there are no safety issues. Students who are not following directions or are behaving inappropriately will be given an alternative assignment.

Contact

Email:
cmcdonald@gcboe.us

Text:
School Status

Ms. McDonald's Daily Schedule

1st Period	7:50 a.m.-9:00 a.m.	Science
2nd Period	9:05 a.m.- 9:50 a.m.	RTI
3rd Period	9:55 a.m.- 11:00 a.m.	Science
4th Period	11:05 a.m.- 12:35 p.m.	Science/Lunch
5th Period	12:40 p.m.- 1:45 p.m.	Science
6th Period	1:50 p.m.- 3:00 p.m.	Planning



***Policies may change throughout the school year. Please be patient and understanding if these need to be updated. Thank you!**

Topics	Concepts	Standards
Topic 1 Energy	In this topic, students will argue from evidence that energy exists in different interchangeable forms. They will construct explanations using the principle of conservation of energy. Through these actions, students will gather the information needed to answer the Anchoring Phenomenon Question. • Kinetic Energy and Potential Energy • Other Forms of Energy • Thermal Energy • Energy Change and Conservation	6.PS3.1 6.PS3.2 6.ETS1.2
Topic 2 Ecosystems, Populations, and Energy	In this topic, students explore factors that make up ecosystems and that affect population sizes. They discover how energy flows and how matter cycles within ecosystems. Through these actions, students will gather the information needed to answer the Anchoring Phenomenon Question. • Living Things and the Environment • Interactions in Ecosystems • Energy Flow in Ecosystems	6.LS2.1 6.LS2.2 6.LS2.3
Topic 3 Ecosystem Health and Biodiversity	In this topic, students will analyze and interpret data as they explore various interactions in ecosystems. As students understand the many factors (including the effect of invasive species) that impact ecosystems and populations, they will construct explanations that predict patterns of interactions in ecosystems. Through these actions, students will gather the information needed to answer the Anchoring Phenomenon Question. • Terrestrial Ecosystems • Aquatic Ecosystems • Benefits of Biodiversity	6.LS2.4 6.LS2.5 6.LS4.1 6.ETS1.1
Topic 4 Earth's Hydrosphere and Atmosphere	In this topic, students will develop and use a model to explore unequal heating and Earth's rotation. Students will use models to relate this to patterns of atmospheric and oceanic circulation that determine regional climates. Through these actions, students will gather the information needed to answer the Anchoring Phenomenon Question. • Patterns in Earth's Atmosphere • Patterns in Earth's Ocean • The Water Cycle	6.ESS2.1 6.ESS2.2 6.ESS2.4
Topic 5 Earth's Climates	In this topic, students will develop a model of the water cycle. They will collect data as evidence for the air mass interactions that change weather conditions. Students will also analyze and interpret natural hazard data patterns to develop methods to mitigate the effects of hazardous weather. Students will gather information to answer the Anchoring Phenomenon Question. • Heating Earth's Surface • Weather • Climate	6.ESS2.3 6.ESS2.6 6.ESS2.7
Topic 6 Earth and Human Activity	In this topic, students will use evidence-based arguments to explain the uneven distribution of Earth's resources and to describe the impact that high human population and consumption levels have on those resources. They will design ways to reduce that impact. Through these actions, students will gather the information needed to answer the Anchoring Phenomenon question. • Water Cycle and Landforms • Atmospheric Systems • Managing Earth's Resources • Conservation	6.ESS2.5 6.ESS2.6 6.ESS3.1 6.ESS3.2 6.ESS3.3