

Grade 6 Scope & Sequence – Term 1

Approx Time Frame	5 Weeks (2 ND September – 6 TH October)					
Unit Topic/Title and Key Components	<p>Cells & Heredity: Chapter 1: Introduction to cells Chapter 2: Cell processes and energy</p> <p>The Diversity of Life: Chapter 2: Ecosystems and biomes.</p>					
Unit Question	<p>-What are cells made of? -How do living things get energy? -How do energy and matter move through ecosystems?</p>					
Standards	<p>MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. MS-LS1-6 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. MS-LS1-7 Develop a model to describe how food is rearranged in through chemical reactions forming new molecules that release energy as this matter moves through an organism. MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and non-living parts of an ecosystem.</p>					
Theme	Sound and light					
Weekly Planning	<p>Week 1: What are cells made of? Week 2: Animal cells vs. Plant cells. Week 3: The process of photosynthesis. Week 4: Energy flow in ecosystems. Week 5: Cycles of matter.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Significant Concept (s)</th> <th style="background-color: #d9ead3;">SCF</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> -Define what are cells? -Name and describe energy roles that organisms play in an ecosystem. -Explain how energy moves through an ecosystem. -Name and describe the processes involved in the water cycle. -Explain how carbon and oxygen cycles are related? -Define and describe the nitrogen cycle. </td> <td> <p>Initiative, collaboration, communication, self-confidence, responsibility, independent learning, problem solving, creativity</p> </td> </tr> </tbody> </table>	Significant Concept (s)	SCF	<ul style="list-style-type: none"> -Define what are cells? -Name and describe energy roles that organisms play in an ecosystem. -Explain how energy moves through an ecosystem. -Name and describe the processes involved in the water cycle. -Explain how carbon and oxygen cycles are related? -Define and describe the nitrogen cycle. 	<p>Initiative, collaboration, communication, self-confidence, responsibility, independent learning, problem solving, creativity</p>
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Bloom's Level	Remembering, understanding, analyzing, creating, evaluating.					
Assessment Criteria	<p>-Formative Monitoring (Questioning/Discussion) -Building models - Kagan Strategies for assessments. - Laboratory skills rubrics -Starter Questions</p> <p>-Tickets to leave – Unit tests – Quizzes</p>					
Possible Resources	Pearson Realize, BrainPop, Education City, Science Buddies, Youtube					