Mohawk Local Schools Grade 6 SCIENCE

Quarter: 3 Curriculum Guide

Guiding Principles of the Scientific Inquiry/Learning Cycle:

Evaluate….Engage…Explore…Explain…Extend…Evaluate

Identify ask valid and testable questions
Research books, other resources to gather known information
Plan and Investigate
Use appropriate mathematics, technology tools to gather, interpret data.
Organize, evaluate, interpret observations, measurements, other data
Use evidence, scientific knowledge to develop explanations
Communicate results with graphs charts, tables

Critical Areas of Focus Being Addressed:

- Rocks, Minerals and Soil
- Matter and Motion
- Cellular to Multicellular
- Scientific Inquiry and Application

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
Science Inquiry and Application (DOK 3)	The students can model and explain how mass is conserved when substances undergo a change of state. (DOK 3)

Change of state are explained by a model of matter composed of atoms / or molecules that are in motion. (DOK 2)	The students can describe solids, liquids, and gases in terms of motion of and spacing and attractions between particles. (DOK 2)
All matter is made up of small particles called atoms. (DOK 3)	The students can recognize that all matter is made up of atoms. (DOK 1) The students can explain that atoms take up space, have mass, and are in constant motion. (DOK 2) The students can create models of elements, compounds, and molecules to show atomic differences. (DOK 3) The students can describe the composition of substances in terms of elements and/or compounds. (DOK 2) The students can measure the mass and volume of a substance, and calculate density by dividing mass by the volume. (DOK 2) The students can compare substances by the amount of mass a substance has in a given amount of volume (density). (DOK 2) The students can construct and interpret mass vs. volume graphs. (DOK 3)
