

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 6th

Content Areas: x Science

Quarter: 1

Topic-Unit	Learning Targets	Materials	Days
<p>Science Inquiry Review</p>	<ul style="list-style-type: none"> • Identify questions to investigate • Use a variety of resources and equipment to carry out scientific investigation • Distinguish between observation, interpret data, and form conclusions based on those observations • Defend and explain the validity of the investigation to others • Raise further questions to be answered 	<p><u>Discovery Education</u> Ongoing Units throughout the program</p> <p>Science Plus Technology and Society (level green) Holt, Rinehart, and Winston 2002</p> <p>Astronomy Text Book Holt Science and Technology Holt, Rinehart, and Winston 2002</p> <p>Brain Pop (if available)</p> <p>Ed Helper (if available)</p>	<p>5</p>

Marshfield School District Scope & Sequence Pacing Guide

<p>The Universe and Its Stars</p>	<ul style="list-style-type: none"> • Identify patterns of apparent motion of the sun, moon, and stars in the sky and understand that motion can be observed, described, predicted and explained with models • Define the scientific theory explaining the universe began with a period of extreme and rapid expansion known as the Big Bang Theory 	<p>Discovery Education <i>Our Universe</i></p> <p>Astronomy Text Book Holt Science and Technology Holt, Rinehart and Winston 2002</p> <p>Science Anytime Unit C: StarBase Earth</p> <p>Brain Pop (if available)</p> <p>Ed Helper (if available)</p> <p>Classzone.com</p>	<p>10</p>
<p>Earth and the Solar System</p>	<ul style="list-style-type: none"> • Illustrate how the solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them • Understand how the model of solar system explains 	<p>Discovery Education <i>Our Solar System</i></p> <p>Astronomy Text Book Holt Science and Technology Holt, Rinehart and Winston 2002</p>	<p>10</p>

Marshfield School District Scope & Sequence Pacing Guide

	<p>tides, eclipses of the sun and moon, and the motion of the planets in the sky relative to stars.</p> <ul style="list-style-type: none"> • Understand the Earth’s spin is fixed in direction but tilted relative to its orbit around the sun and that seasons are a result of this tilt 	<p>Science Anytime Unit C: StarBase Earth</p> <p>Brain Pop (if available)</p> <p>Ed Helper (if available)</p> <p>Classzone.com</p>	
<p>The History of Planet Earth</p>	<ul style="list-style-type: none"> • Interpret the geological time scale • Identify major historical events including formation of mountain chains, and ocean basins • Explain the evolution and extinction of organisms as a result of volcanic eruptions, massive glaciation, and the development of water sheds • Analyze rock strata and fossil record. 	<p>Discovery Education <i>Earth History</i></p> <p>Science Plus</p> <p>Astronomy Text Book Holt Science and Technology Holt, Rinehart and Winston 2002</p> <p>Brain Pop (if available)</p> <p>Ed Helper (if available)</p> <p>Classzone.com</p>	<p>10</p>

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 6th

Content Areas: x Science

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
<p>Earth Materials and Systems</p>	<ul style="list-style-type: none"> • Understand and conclude all earth processes are the result of energy flowing and matter cycles within and among the planet’s systems • Identify the sun as the main source of Earth’s energy • Identify physical changes in the earth resulting from the energy released within • Show the Earth’s system’s interactions and how they have affected the history and shaped the future • Understand the earth’s continual physical changes are the result of plate tectonics, earthquakes, volcanos, and erosive forces which have shaped earth’s 	<p>Discovery Education <i>Earth’s Systems</i></p> <p>Science Plus</p> <p>Brain Pop (if available)</p> <p>Ed Helper (if available)</p> <p>Classzone.com</p>	<p>10</p>

Marshfield School District Scope & Sequence Pacing Guide

	<p>physical history and will determine its future</p> <ul style="list-style-type: none"> • Identify weathering and erosion caused by water's movement which changes land surface features. 		
<p>Plate Tectonics and Large-Scale System Interactions</p>	<ul style="list-style-type: none"> • Demonstrate plate tectonic theory explains the past, current, and future movement of the rocks at earth's surface • Explain plate movement resulting from the interior layers of the earth are responsible for continental and ocean floor features 	<p>Discovery Education <i>Earth's Interior and Plate Tectonics</i></p> <p>Science Plus</p> <p>Astronomy Text Book Holt Science and Technology Holt, Rinehart and Winston 2002</p> <p>Brain Pop (if available)</p> <p>Ed Helper (if available)</p> <p>Classzone.com</p>	<p>10</p>

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 6th

Content Areas: x Science

Quarter: 3

Topic-Unit	Learning Targets	Materials	Days
Natural Resources	<ul style="list-style-type: none"> • Explain human’s dependence on Earth’s resources • Identify renewable and non-renewable resources 	Discovery Education <i>Earth’s Resources</i> Science Plus Brain Pop (if available) Ed Helper (if available) Classzone.com	10
Natural Hazard	<ul style="list-style-type: none"> • Compare natural hazards such as volcanic eruptions, severe weather, earthquakes, and tsunamis, to destructive human behavior 	Discovery Education <i>Weathering and Erosion</i> Science Plus Brain Pop (if available) Ed Helper (if available) Classzone.com	10

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 6th

Content Areas: x Science

Quarter: 4

Topic-Unit	Learning Targets	Materials	Days
Human Impacts on Earth Systems	<ul style="list-style-type: none">• Understand that human activities positively or negatively impact and sometimes damage or destroy natural habitats, causing the extinction of species• Understand as human population consumption increases so does negative impact on the earth unless conservation activities are practiced• Understand human behavior has an impact on earth's eco-system and contributes to global warming	Discovery Education Science Plus Brain Pop (if available) Ed Helper (if available) Classzone.com	15

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Grade 6

Content Areas:

Health

Quarter: 1-4

Topic-Unit	Learning Targets	Materials	Days
4 UR Health It's UR Choice	<ul style="list-style-type: none">• Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the lifespan.• Students will acquire the attitudes, knowledge, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.• Students will demonstrate effective decision making, problem solving, and goal setting skills.• Students will understand and use safety and wellness skills.• Students will acquire the self-knowledge necessary to make informed career	Classroom Teachers: BlueKids	

Marshfield School District Scope & Sequence Pacing Guide

	decisions.		
Tobacco Prevention Alcohol and other drug prevention	<ul style="list-style-type: none">• Students will utilize appropriate strategies to solve problems and make decisions related to internal, external, media, and social pressures regarding drug use.• Students will identify pressures to use drugs, learn to resist those pressures, and practice resistance skills.• Students will identify alternative activities to drug use.• Students will demonstrate knowledge of harmful consequences of drug use.• Students will utilize words and actions that show respect, honesty, and responsibility.	Officer Friendly	45 min. each
Advancing to Middle School	<ul style="list-style-type: none">• Students will identify positives & negatives regarding transition to Middle School.		

Marshfield School District Scope & Sequence Pacing Guide

<p>Train Safety</p>	<ul style="list-style-type: none"> • Students will become familiar with new environment, academics, & social expectations of the Middle School. • Students will utilize words and actions that show respect, honesty, and responsibility. 		
<p>Harassment/Bullying (social skills, Self Management, Protective Behaviors, School Safety, Communication Skills, Character Education)</p> <p>Personal Safety/ Internet Safety (Protective Behaviors, School Safety)</p>	<ul style="list-style-type: none"> • Students will identify and practice skills to respond to harassment and bullying situations, addressing various roles. • Students will utilize words and actions that show respect, honesty, and responsibility. • Students will identify issues related to internet use and internet safety, including cyberbullying. 	<p>Guidance and Counseling Curriculum (through school guidance counselor and social worker programs)</p>	<p>Ongoing throughout the school year</p>

<p>Transition</p> <p>Alcohol and Other Drugs (School Safety, Communication Skills, Social Skills)</p>	<ul style="list-style-type: none">• Students will identify strategies for personal safety and safe use of internet.• Students will utilize words and actions that show respect, honesty, and responsibility.• Students will identify positives & negatives regarding transition to Middle School.• Students will become familiar with new environment, academics, & social expectations of the Middle School.• Students will utilize appropriate strategies to solve problems and make decisions related to internal, external, media, and social pressures regarding drug use.• Students will identify		
---	--	--	--

Marshfield School District Scope & Sequence Pacing Guide

	<p>pressures to use drugs, learn to resist those pressures, and practice resistance skills.</p> <ul style="list-style-type: none">• Students will identify alternative activities to drug use.• Students will demonstrate knowledge of harmful consequences of drug use.• Students will utilize words and actions that show respect, honesty, and responsibility.		
--	---	--	--