

Subject: Science

Grade: 6

Hallsville R-IV Middle School

6th Grade Science

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Curriculum Strands

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- Force and Motion
- [Living Organisms](#)
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6th Grade Science Rationale:

The sixth grade science program is needed to develop an awareness in students of the environment in which they live, work, and play. The students are directed toward gaining an understanding of the characteristics, functions, and interactions of the world around them.

6th Grade Science Course Description:

This course involves the study of forms, properties and changes in matter; characteristics of living organisms, ecosystems and populations; and earth systems (internal and external). Principles and concepts of these branches of science are applicable to their everyday world.

Concept: Matter and Energy

[top](#)**Topic Objective:**

Strand 1: Matter and Energy - All students will demonstrate proficiency in the knowledge that changes in properties and states of matter provide evidence of the atomic theory of matter and that energy has a source, can be transferred, and can be transformed into various forms but is conserved between and within systems.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1A. Recognize that matter is anything that has mass and volume.</p> <p>1B. Describe and compare the volumes (amount of space an object occupies) of objects or substances directly using a graduated cylinder and/or indirectly using displacement methods.</p> <p>1C. Describe and compare the masses (amount of matter) of objects to the nearest gram using a balance.</p> <p>1D. Classify the types of matter in an object into pure substances or mixtures using their specific physical properties.</p> <p>1E. Describe the properties of each of each component in a mixture/solution and their distinguishing properties (e.g., salt water, oil and vinegar, pond water, Kool-Aid).</p>	<p>1.3</p> <p>1.6</p> <p>1.7</p>	SC 1			<p>1A Mass, Volume, Density Lab: Students will measure the mass and calculate the volume of various objects.(90% accuracy)</p> <p>1C Mix and Match Mass: Students will describe and compare various masses of objects to the nearest gram (90% accuracy)</p> <p>1J Properties and Changes of Matter - Page 72 - 111: Students will recognize and classify changes in matter as chemical and/or physical (80% accuracy)</p> <p>1J Reinforcement - Physical and Chemical Changes: Students will recognize and classify changes in matter as chemical and/or physical</p> <p>1J Chemical Changes - Tasty Solutions: Students will recognize and classify changes in matter as chemical and/or physical.</p>	<p>1A Mass, Volume, and Density Lab: Accuracy of Measurement: (Scoring Guide)</p> <p>1C Mix and Match Lab: Properties and Measurement of Matter: (Scoring Guide)</p> <p>1J Properties and Changes of Matter: Changing States of Matter - Freezing, Melting, Condensing: (Scoring Guide)</p> <p>1J Properties and Changes of Matter: Molecules in Action: (Scoring Guide)</p> <p>1Q Lenses Quiz: (Scoring Guide)</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1F. Describe appropriate ways to separate the components of different types of mixtures (sorting, evaporation, filtration, magnets, boiling, chromatography or screening)</p> <p>1G. Predict how various solids (soluble /insoluble) behave (e.g., dissolve, settle, float) when mixed with water.</p> <p>1H. Recognize evidence (e.g., diffusion of food coloring in water, light reflecting off a dust particle in the air, condensation of water vapor by increased pressure or decreased temperature) that supports the theory that matter is composed of small particles (atoms, molecule) that are in constant, random motion.</p> <p>1I. Describe the relationship between the change in the volume of water and changes in temperature as it relates to the properties of water (i.e., water expands and becomes less dense when frozen)</p> <p>1J. Recognize and classify changes in matter as chemical and/or physical.</p>					<p>1O - R Lab - Lights, Mirrors and Lenses: prisms, refraction, reflection, transparent, translucent, opaque, colors, smooth and dull surfaces - Students will compare and predict the outcomes of visible light passing through different materials (95% accuracy)</p>	

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1K. Identify chemical changes (i.e., rusting, oxidation, burning, decomposition by acids, decaying, baking) in common objects (i.e., rocks such as limestone, minerals, wood, steel wool, plants) as a result of interactions with sources of energy or other matter that form new substances (compounds) with different characteristic properties.</p> <p>1L. Identify physical changes in common objects (e.g., rocks, minerals, wood, water, steel wool, plants) and describe the process which caused the change (e.g., weathering, erosion, cutting, dissolving)</p> <p>1M. Demonstrate and provide evidence that mass is conserved during a physical change,</p> <p>1N. Identify sources of visible light (e.g., the Sun and other stars, flint, bulb, flames, lightning)</p> <p>1O. Describe evidence (i.e., cannot bend around walls) that visible light travels in a straight line using the appropriate tools (pinhole viewer, ray box and/or laser pointer.</p>						

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1P. Compare the reflection of visible light by various surfaces (i.e., mirror, smooth and rough surfaces, shiny and dull surfaces, moon).</p> <p>1Q. Compare the reflection of visible light passing through different transparent and translucent materials (e.g., prisms, water, a lens)</p> <p>1R. Predict how different surfaces (transparent, translucent, opaque) and lenses (convex, concave) affect the behavior of visible light rays and the resulting images of an object.</p> <p>1S. Identify receivers of visible light energy (e.g., eye, photocell)</p> <p>1T. Recognize that an object is "seen" only when the object emits or reflect light to the eye.</p> <p>1U. Recognize the differences in wavelength and energy levels within the range of visible light that can be seen by the human eye are perceived as differences in color.</p> <p>1V. Describe how sound energy is transferred by wave-like disturbances that spread away from the source through a medium.</p>						

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<p>1W. Predict how the properties of the medium (e.g., air, water, empty space, rock) affect the speed of different types of mechanical waves (i.e., earthquake, sound).</p> <p>1X. Recognize the energy from the Sun is transferred to Earth in a range of wavelengths and energy levels, including visible light, infrared radiation, and ultraviolet radiation.</p> <p>1Y. Recognize the Sun is the source of almost all energy used to produce the food for living organisms.</p>						
<p>Resources:</p> <p>Glencoe/McGraw Hill "The Nature of Matter" balance scales Volume containers (beakers, boxes, jars) Graduated cylinders Objects to measure Flashlight Mirrors Lenses, prisms Glue, baggies, food coloring, plastic cups and spoons</p>				<p>Instructional Methods:</p>		

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Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity
C = Character Education
E = Gender Equity
D = Cultural Diversity

R = Research Skills
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T = Technology Skills

Concept: Living Organisms

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Topic Objective:
Strand 3: Characteristics and Interactions of Living Organisms - All students will demonstrate proficiency in the knowledge that there is a fundamental unity underlying the diversity of all living organisms and that there is a genetic basis for the transfer of biological characteristics from one generation to the next through reproductive processes.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>3A. Describe the common life processes necessary to the survival of organisms (i.e., growth, reproduction, life span, response to stimuli, energy use, exchange of gases, use of water, and elimination of waste)</p> <p>3B. Recognize all organisms are composed of cells, the fundamental units of life, which carry on all life processes.</p> <p>3C. Recognize most of the organisms on Earth are unicellular (e.g., bacteria, protists) and other organisms, including humans, are multi-cellular.</p> <p>3D. Identify examples of unicellular (e.g., bacteria, some protists, and fungi) and multicellular organisms (e.g., some fungi, plants, animals)</p>	<p>1.2</p> <p>1.8</p>	<p>SC 3</p>			<p>3C, D Observation: Fresh water biome using microscope - protists - Students will recognize and identify examples of unicellular and multicellular organisms (95% accuracy)</p> <p>3F Guided Reading: Pg. 40 -47 Cell structures</p> <p>3C, D Video: Miracle of Life (fetal development)</p> <p>3B, E Viewing Cells: Pg. 49 - 53 - Students will compare and contrast various plant/animal cell structures (75% accuracy)</p> <p>3E Lab - Compare Plant and Animal Cells: Students will compare and contrast various plant/animal cell structures.</p>	<p>3A Worms: Informal evaluation - the life of an earthworm (Scoring Guide)</p> <p>3B, E Viewing Cells: Cell Structure (Scoring Guide)</p> <p>3E Lab- compare Plant and animal cells: Formal - MAP Released Item - Label parts of the cell (Scoring Guide)</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>3E. Compare and contrast the following plant and animal cell structures: cell membrane, nucleus, cell wall, chloroplast and cytoplasm.</p> <p>3F. Recognize the chloroplast as the cell structure where food is produced in plants and some unicellular organisms (e.g., algae, some protists)</p> <p>3G. Recognize plants use energy from the Sun to produce food and oxygen through the process of photosynthesis.</p>					<p>3A Worms - Flatworms, Roundworms and Segmented Worms: Students will list and describe the common life processes necessary to the survival of organisms (90% accuracy)</p>	
Resources:				Instructional Methods:		
Enrichment/ Special Needs:						

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Topic Objective:
Strand 4: Changes in Ecosystems and Interactions of Organisms within their Environments - All students will demonstrate proficiency in the knowledge that organisms are interdependent with one another and with their environment.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>4A. Identify the biotic factors (populations of organisms) and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition) that make up an ecosystem.</p> <p>4B. Identify populations within a community that are in competition with another for resources.</p> <p>4C. Recognize the factors that affect the number and types of organisms an ecosystem can support (e.g., food availability, abiotic factors such as quantity of light and water, temperature and temperature range, soil composition, disease, competition from other organisms, predation)</p> <p>4D. Predict the possible effects of change in the number and types of organisms in an ecosystem on the populations of other organisms within that ecosystem.</p>	<p>1.2</p> <p>1.8</p> <p>3.5</p>	<p>SC 4</p>			<p>4A Abiotic Factors: List 6 abiotic factors and how each affects an organism that lives in the environment.</p> <p>4B - D Lynx and the Hare: Students will participate in a simulation between predator and prey.</p> <p>4I Biodiversity of Ponds: Students observe and record data on 3 ponds, with emphasis on types and numbers of organisms in each.</p> <p>4K The Creature From the Adapting Lagoon: Design an animal with adaptations to a specific environment.</p>	<p>4A - D Chapter Test (Interactions of Life): Part of the test will assess information from "Lynx and the Hare" activity (Scoring Guide)</p> <p>4I Biodiversity of Ponds: Construct data table and observations (Scoring Guide)</p> <p>4K Informal Questions and Answers: (Teacher Observation)</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>4E. Describe beneficial and harmful activities of organisms, including humans, (e.g., deforestation, overpopulation, water and air pollution, global warming, restoration of natural environments, river bank/coastal stabilization, recycling, channelization, reintroduction of species, depletion of resources) and explain how these activities affect organisms within an ecosystem.</p> <p>4F. Predict the impact (beneficial or harmful) of a natural environmental change (e.g., forest fire, flood, volcanic eruption, avalanche) on the organisms in an ecosystem.</p> <p>4G. Describe possible solutions to potentially harmful environmental changes within an ecosystem.</p> <p>4H. Diagram and describe the transfer of energy in an aquatic food web and a land food web with reference to producers, consumers, decomposers, scavengers, and predator/prey relationships.</p>						

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>4I. Classify populations of unicellular and multicellular organisms as producers, consumers, decomposers by the role they serve in the ecosystem.</p> <p>4J. Identify fossils as evidence that some types of organisms (e.g., dinosaurs, trilobites, mammoths, giant tree ferns) that once lived in the past and have since become extinct have similarities with and differences from organisms living today.</p> <p>4K. Relate examples of adaptations (specialized structures or behaviors) within a species to its ability to survive in a specific environment (e.g., hollow bones/flight, hollow hair/insulation, dense root structure/compact soil, seeds/food, protection for plant embryo vs. spores, fins/movement in water)</p> <p>4L. Predict how certain adaptations, such as behaviors, body structure, or coloration, may offer a survival advantage to an organism in a particular environment.</p>						

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Resources:

Glencoe/McGraw Hill "Ecology"

Instructional Methods:

Enrichment/ Special Needs:

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Concept: Earth Systems

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Topic Objective:
Strand 5: Processes and Interactions of the Earth's Systems - All students will demonstrate proficiency in the knowledge that Earth's systems (Geosphere, Atmosphere, and Hydrosphere) have common components and unique structures; and interact with one another as they undergo change by common processes.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>5A. Describe the components of soil and other factors that influence soil texture, fertility, and resistance to erosion (e.g., plant roots and debris, bacteria, fungi, worms, rodents).</p> <p>5B. Recognize the properties of water that make it an essential component of the Earth system (e.g., its ability to act as a solvent, its ability to remain as a liquid at most Earth temperatures)</p> <p>5C. Make inferences about the formation of sedimentary rocks from their physical properties (e.g., layering and the presence of fossils indicate sedimentation).</p> <p>5D. Explain how the formation of sedimentary rock depends on weathering and erosion.</p>	<p>1.3</p> <p>1.8</p> <p>3.7</p>	<p>SC 5</p>			<p>5A More than Just Dirt (transparency) : Interpret data from a transparency depicting soil structure.</p> <p>5C, D Guided Reading: Discovery Works pg. 43 - 46 - Students interact with the text and engage in classroom discussion.</p> <p>5H Guess Again (transparency): students interpret data from a transparency depicting fossil formation.</p> <p>5I Fossils of Missouri Identification: Using Mo. Department of conservation fossil cards and classroom samples of rocks, students will identify various fossils.</p>	<p>5A More Than Just Dirt: (Tracher Observation)</p> <p>5C, D Types of Rocks - Sedimentary: (Scoring Guide)</p> <p>5C, D Chapter Test: (Scoring Guide)</p> <p>5I Chapter Test: (Scoring Guide)</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>5E. Describe how weathering agents and erosional processes (i.e., force of water as it freezes or flows, expansion/contraction due to temperature, force of wind, force of plant roots, action of gravity, chemical decomposition) slowly cause surface changes that create and/or change landforms.</p> <p>5F. Describe how the Earth's surface and surface materials can change abruptly through the activity of floods, rock/mudslides or volcanoes.</p> <p>5G. Identify events (earthquake and volcanic eruptions) and the landforms created by them on the Earth's surface that occur at different plate boundaries.</p> <p>5H. Explain the types of fossils and the processes by which they are formed (i.e., replacement, mold and cast, preservation, trace).</p>						

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>5I. Use fossil evidence to make inferences about changes on Earth and its environment (i.e., superposition of rock layers, similarities between fossils in different geographical locations, fossils of seashells indicate the area was once underwater)</p> <p>5J. Relate the comparative amounts of fresh water and salt water on the Earth to the availability of water as a resource for living organisms and human activity.</p> <p>5K. Describe the affect of human activities (e.g., landfills, use of fertilizers and herbicides, farming, septic systems) on the quality of water.</p> <p>5L. Analyze the ways humans affect the erosion and deposition of soil and rock materials (e.g., clearing of land, planting vegetation, paving land, construction of new buildings, building or removal of dams).</p>						

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Resources:

Discovery Works
Glencoe/McGraw Hill
Dept. of Conservation Fossil I.D. Cards
Various rock/fossil samples

Instructional Methods:

Enrichment/ Special Needs:

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Concept: Science Inquiry

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Topic Objective:
Strand 7: Science Inquiry - All students will demonstrate proficiency in the knowledge that science understanding is developed through the use of science process skills and scientific knowledge in combination with scientific investigation, reasoning, and critical thinking.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>7A. Formulate testable questions and hypotheses.</p> <p>7B. Recognize the importance of the independent variable, dependent variables, control of constants, and multiple trials to the design of a valid experiment.</p> <p>7C. Design and conduct a valid experiment.</p> <p>7D. Evaluate the design of an experiment and make suggestions for reasonable improvements or extensions of an experiment.</p> <p>7E. Recognize that different kinds of questions suggest different kinds of scientific investigations (e.g., some involve observing and describing objects, organisms or events; some involve collecting specimens; some involve experiments; some involve making observations in nature; some involve discovery of new objects</p>	<p>1.6</p> <p>1.7</p>	<p>SC 7</p>			<p>7B Identifying Variables: In small groups, students will discuss variables that can effect the taste of pizza, the number of fish in a lake, etc.</p> <p>7F Professor Peabody: Students write a friendly letter and describe an object based on their skills of observation.</p> <p>7H Using a microscope, students collect examples of microscopic life forms.</p> <p>7I Length Lab: students determine the most effective unit of measurement and use that to measure various objects (e.g., rectangles, circles)</p>	<p>7B Identifying Controls and Variables: (Scoring Guide)</p> <p>7F Friendly Letter: Student prompt (Scoring Guide)</p> <p>7H Biodiversity in Ponds: Constructed data tables and graphed results of biodiversity (Scoring Guide)</p> <p>7I Length Lab: (Scoring Guide and Teacher Observation)</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>and phenomena; and some involve making models).</p> <p>7F. Make qualitative observations using the five senses.</p> <p>7G. Determine the appropriate tools and techniques to collect data.</p> <p>7H. Use a variety of tools and equipment to gather data (e.g., microscopes, thermometers, computers, spring scales, balances, magnets, metric rulers, graduated cylinders, stopwatches)</p> <p>7I. Measure length to the nearest millimeter, mass to the nearest gram, volume to the nearest milliliter, temperature to the nearest degree Celsius, force (weight) to the nearest Newton, time to the nearest second.</p> <p>7J. Compare amounts/measurements.</p> <p>7K. Judge whether measurements and computation of quantities are reasonable.</p> <p>7L. Use quantitative and qualitative data as support for reasonable explanations (conclusions).</p>						

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>7M. Use data as support for observed patterns and relationships, and to make predictions to be tested.</p> <p>7N. Recognize the possible effects of errors in observations, measurements, and calculations on the formulation of explanations (conclusions).</p> <p>7O. Analyze whether evidence (data) and scientific principles support proposed explanations (hypotheses, laws, theories)</p> <p>7P. Evaluate the reasonableness of an explanation (conclusion).</p> <p>7Q. Communicate the procedures and results of investigations and explanations through:</p> <ul style="list-style-type: none">* oral presentations* drawings and maps* data tables (allowing for the recording and analysis of data relevant to the experiment, such as independent and dependent variables, multiple trials, beginning and ending times or temperatures, derived quantities)* graphs (bar, single line, pictograph)						

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
* writings 7R. Interpret data in order to make and support conclusions.						

Resources:
Glencoe/McGraw Hill Science series

Instructional Methods:

Enrichment/ Special Needs:

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Concept: Impact of Science

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Topic Objective:
Strand 8: Impact of Science, Technology and Human Activity - All students will demonstrate proficiency in the knowledge that the nature of technology is advanced by and can advance science as it seeks to apply scientific knowledge in ways that meet human needs and that science is a human endeavor.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
8A. Explain how technological improvements, such as those developed for use in space exploration, the military, or medicine, have led to the invention of new products that may improve lives here on Earth (e.g., new materials, freeze-dried foods, infrared goggles, Velcro, satellite imagery, robotics, lasers) 8B. Identify the link between technological developments and the scientific discoveries made possible through their development (e.g., Hubble telescope and stellar evolution, composition and structure of the universe; the electron microscope and cell organelles; sonar and the composition of the Earth: manned and unmanned space missions and space exploration; Doppler radar and weather conditions; MRI and CAT-scans and brain activity)	1.5 1.6	SC 8			8B, E Models of a Atom: Guided reading page 8 - 17 and discussion	8B, E Chapter Test: (Scoring Guide)

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>8C. Describe how technological solutions to problems (e.g., storm water runoff, fiber optics, windmills, efficient car design, electronic trains without conductors, sonar, robotics, Hubble telescope) can have both benefits and drawbacks (e.g., design constraints, unintended consequences, risks) (Assess Locally)</p> <p>8D. Describe how the contributions of scientists and inventors, representing different cultures, races, and gender, have contributed to science, technology and human activity (e.g., George Washington carver, Thomas Jefferson, Isaac Newton, Marie curie, Galileo, Albert Einstein, Mae Jemison, Edwin Hubble, Charles Darwin, Jonas Salk, Louis Pasteur, Jane Goodall, Tom Akers, John Wesley Powell, Rachael Carson) (Assess Locally)</p> <p>8E. Recognize the difficulty science innovators experience as they attempt to break through accepted ideas (hypotheses, laws, theories) to their time to reach conclusions that may lead to changes in those ideas and serve to advance scientific understanding (e.g., Darwin,</p>						

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<p>Copernicus, Newton)</p> <p>8F. Recognize explanations have changed over time as a result of new evidence.</p> <p>8G. Describe ways in which science and society influence one another (e.g., scientific knowledge and the procedures used by scientists influence the way many individuals in society think about themselves, others and the environment; societal challenges often inspire questions for scientific research; social priorities often influence research priorities through the availability of funding for research)</p> <p>8H. Identify and evaluate the physical, social, economic and/or environmental problems that may be overcome using science and technology (e.g., the need for alternative fuels, human travel into space, AIDS)</p>						
<p>Resources:</p> <p>Glencoe/McGraw Hill "Chemistry"</p>				<p>Instructional Methods:</p>		

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Enrichment/ Special Needs:

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