

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
SCIENCE CURRICULUM
GRADE 6**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>A. LIFE SCIENCE</p> <p>1. Structure & Function of Cells</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • list ways that magnification can help study living things. • tell how bar graphs show value of data items. • define: bar graph. • define terms: species, compound microscope, cell theory. • describe how scientists developed the cell theory. • compare likes and differences between plant cells and animal cells. • label the parts of an animal cell. • describe the individual functions of the cell parts. 	<ul style="list-style-type: none"> • Students will complete Exploring Magnification Activity. • Students will read and discuss bar graphs. • Students will read and discuss text. • Students will write diary entries imagining they are in a shrunken state. • Students will complete Investigating Cells Activity. • Students will read and discuss text. • Students will make graphs that show percentages of water, proteins, fats, and carbohydrates in animal cells. 	<ul style="list-style-type: none"> • Text p. A6 • Lab Manual p. 1-2 • Activity Rubric p. T1 • Text p. A7 • Instructional Resource p. 4 • Text p. A8-A13 • Questions 1-4/p. A13 • Lesson Assessment p. 3 • Quick Quiz p. A10-A12 • Text p. A14-A15 • Lab Manual p. 3-4 • Questions 1-2/p. A15 • Activity Rubric p. T1 • Questions 1-3/p. A19 • Lesson Assessment p. 4 • Text p. A16-A19 • Transparency 1 	<ul style="list-style-type: none"> • Lab Manual • Activity Rubric • Questions • Instructional Resource • Questions • Questions • Lesson Assessment • Quick Quiz • Questions • Lab Manual • Activity Rubric • Questions • Student Graphs • Lesson Assessment 	<p>5.1 B-1</p> <p>5.3 D-1</p> <p>5.5 A-1,2</p> <p>5.5 A-1</p> <p>5.5 A-1</p>

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A. LIFE SCIENCE 1. Structure & Function of Cells (cont'd.)	Students will be able to: <ul style="list-style-type: none"> • define terms: nucleus, chromosome, cell membrane, cytoplasm, organelle, mitochondria, endoplasmic reticulum, vacuole, ribosome. • define terms: chloroplast, chlorophyll, cell wall. • label the parts of the plant cell. • describe the importance of plants to all living things. • identify the pigments in various organisms through experiment. • tell how the shapes and sizes of the cells relate to their functions. 	<ul style="list-style-type: none"> • Students will create posters showing parts of an animal cell. • Students will read and discuss text. • Students will write stories about an imaginary animal whose cells contain chloroplasts. • Students will create posters showing parts of a plant cell. • Students will complete Investigating Pigments Activity. • Students will read and discuss text. • Students will make charts showing cell size, cell shape, and cell function. • Students will create skits that give information related to cell size, shape, and function and publish them. 	<ul style="list-style-type: none"> • Text p. A19 • Text p. A20-A23 • Questions 1-3/p. A23 • Lesson Assessment p. 5 • Text p. A21 • Text p. A24-A25 • Questions 1-4/p. A25 • Lab Manual p. 5-6 • Activity Rubric p. T2 • Text p. A26-A30 • Questions 1-3/p. A30 • Lesson Assessment p. 6 • www.sfscience.com 	<ul style="list-style-type: none"> • Posters • Questions • Lesson Assessment • Student Stories • Student Poster • Questions • Lab Manual • Activity Rubric • Questions • Lesson Assessment • Student Charts • Student Skits 	<ul style="list-style-type: none"> 5.5 A-1 5.5 A-1,2 5.10 A-1 5.1 B-1,2 5.1 A-1,2 5.5 A-1

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<p>A. LIFE SCIENCE</p> <p>2. Reproduction & Hereditary (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define terms: sexual reproduction, sex cell, meiosis, fertilization, zygote. • describe the process of meiosis. • compare both mitosis and meiosis. <ul style="list-style-type: none"> • define terms: trait, DNA, gene, base. • identify the parts of DNA and describe how DNA copies itself. • list the characteristics determined by DNA. <ul style="list-style-type: none"> • identify and describe the appearance of onion DNA. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will write a paragraph explaining the process of meiosis. • Students will use the Venn diagram to show similarities and differences between meiosis and mitosis. <ul style="list-style-type: none"> • Students will read and discuss text. • Students will describe the link between DNA and fingerprints. • Students will draw and label the structure of DNA. • Students will find percentages of students that have certain traits and make graphs. <ul style="list-style-type: none"> • Students will complete Investigating DNA Activity. 	<ul style="list-style-type: none"> • Text p. A46-A51 • Questions 1-4/p. A51 • Lesson Assessment p. 16 <ul style="list-style-type: none"> • Text p. A52-A59 • Questions 1-5/p. A59 • Lesson Assessment p. 17 • www.sfscience.com <ul style="list-style-type: none"> • Text p. A60-A61 • Questions 1-3/p. A61 • Lab Manual p. 11-12 • Activity Rubric p. T3 	<ul style="list-style-type: none"> • Questions • Lesson Assignment • Student Paragraphs • Student Venn diagrams <ul style="list-style-type: none"> • Questions • Lesson Assignment • Student Drawings • Student Graphs <ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric 	<p>5.3 D-1 5.1 A-1,2,4 5.5 A-2 C-1</p> <p>5.1 A-2,4 5.5 B-1,2</p> <p>5.5 B-1,2</p>

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<p>A. LIFE SCIENCE</p> <p>2. Reproduction & Hereditary (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain how sexual reproduction enables variation among offspring. • distinguish between dominant and recessive genes. • define terms: heredity, inherit, dominant gene, recessive gene, purebred, hybrid, mutation. • tell the variations among corn seedling. • review concepts and vocabulary from the chapter. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will develop interview questions designed to determine what traits another person may share with his/her parents. • Students will express the probability of a trait appearing using ratio. • Students will complete Investigating Variation in Seedlings Activity. • Students will orally complete Chapter Review. • Students will play Vocabulary Review Game. • Students will complete Textbook Review. • Students will outline important details. 	<ul style="list-style-type: none"> • Text p. A62-A67 • Questions 1-4/p. A67 • Lesson Assessment p. 18 • Text p. A68-A69 • Questions 1-4/p. A69 • Lab Manual p. 13-14 • Activity Rubric p. T4 • Text p. A70-A71 • Chapter Assessment Form A/p. 21-22 or Form B/p.23-24 	<ul style="list-style-type: none"> • Questions • Lesson Assignment • Student Interview Questions • Student Ratios Reflecting Traits • Questions • Lab Manual. • Activity Rubric • Chapter Assessment 	<p>5.5 B-1,2 C-1</p> <p>5.1 A-1,2,3,4 5.5 B-1</p> <p>5.5 A-1,2 B-1,2 C-1</p>

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<p>A. LIFE SCIENCE</p> <p>3. Changing & Adapting</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain how the shape of an organism's mouth helps it to catch food in its environment. • define term: adaptation • list and explain the importance of the six life processes. • define term: evolution. • describe how species have changed over time. • tell the importance of fossils. 	<ul style="list-style-type: none"> • Students will complete Exploring Feeding Adaptations Activity. • Students will read and discuss text. • Students will make a poster showing how one organism accomplishes the six life processes. • Students will list some adaptations humans have that help them to accomplish life processes. • Students will read and discuss text. • Students will explain the past life of one organism, using paragraph form. • Students will make their own fossils and have another student examine it to try to figure out what it is. 	<ul style="list-style-type: none"> • Text p. A74-A75 • Questions 1-2/p. A74 & 1-2/p. A75 • Lab Manual p. 15-16 • Activity Rubric p. T4 • Reading for Science p. 20 • Text p. A76-A79 • Questions 1-3/p. A79 • Transparency 3 • Lesson Assessment p. 27 • Text p. A80-A383 • Questions 1-3/p. A83 • Lesson Assessment p. 28 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Questions • Transparency • Lesson Assessment • Student Posters • Student Lists • Questions • Lesson Assessment • Student Paragraphs • Student Fossils 	<p>5.1 A-1,2</p> <p>5.5 B-2</p> <p>5.1 A-1</p>

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<p>A. LIFE SCIENCE</p> <p>3. Changing & Adapting (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define terms: natural selection, structural adaptation, population. • discuss how species adapt over time. • explain how new species emerge over time. • define terms: stimulus, response, physiological adaptation • identify the relationship between a stimulus and a response. • tell what happens to the cell membrane and cytoplasm when salt water reaches the cell. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will calculate how many years it took Darwin to reach the Galápagos Islands. • Students will list adaptations in structure that enable tortoises to survive in two different environments. • Students will read and discuss text. • Students will create a cartoon strip showing a person or animal responding to a stimulus. • Students will create mazes and run mice through them. They will determine if response changes with different types of food (stimulus). • Students will observe the effects of salt water on a cell's activity. 	<ul style="list-style-type: none"> • Text p. A84-A91 • Questions 1-5/p. A91 • Lesson Assessment p. 29 • Text p. A85 • Text p. A92-A97 • Questions 1-4/p. A97 • Lesson Assessment p. 30 • Text p. A98-A99 • Questions 1-3/p. A99 • Lab Manual p. 17-18 • Activity Rubric p. T5 	<ul style="list-style-type: none"> • Questions • Lesson Assessment • Student Calculations • Student Lists • Questions • Lesson Assessment • Student Cartoon Strips • Student Mazes • Questions • Lab Manual • Activity Rubric 	<p>5.1 A-1,2 5.3 A-1</p> <p>5.1 A-1,2</p> <p>5.1 A-1,2 5.5 A-2</p>

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<p>A. LIFE SCIENCE</p> <p>4. Ecosystems & Biomes (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define terms: herbivore, carnivore, omnivore, decomposer, energy pyramid. • describe the roles producers, consumers, and decomposers play in an ecosystem. • tell what a food web and energy pyramid is. • identify the ways water and land ecosystems interact. • define terms: respiration, pollution. • describe how oxygen, nitrogen, and carbon dioxide cycle in the atmosphere. • identify how pollution affect natural cycles. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will draw a food web and label whether the organisms are producers, consumers, or decomposers. • Tell why less and less energy is available as you move to the top of the energy pyramid. • Students will complete Observing a Bottle Ecosystem Activity. • Students will read and discuss text. • Students will write an explanation of the oxygen-carbon dioxide cycle. • Tell the importance of the carbon cycle, taking information from the website. 	<ul style="list-style-type: none"> • Text p. A114-A121 • Questions 1-5/p. A121 • Lesson Assessment p. 41 • Text p. A122-A123 • Questions 1-2/p. A123 • Lab Manual 23-24 • Activity Rubric p. T6 • Text p. A124-A129 • Questions 1-4/p. A129 • Lesson Assessment p. 42 • www.sfscience.com 	<ul style="list-style-type: none"> • Questions • Lesson Assessment • Student Food Web • Student Explanation • Questions • Lab Manual • Activity Rubric • Questions • Lesson Assessment • Student Explanations • Web Results 	<p>5.1 A-1,2 5.10 A-1</p> <p>5.10 A-1</p> <p>5.10 A-1,2 B-1</p>

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<p>A. LIFE SCIENCE</p> <p>4. Ecosystems & Biomes (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define terms: saltwater biome, plankton, freshwater biome, estuary. • describe a saltwater and freshwater biome, listing animals from each. • review concepts and vocabulary from the chapter. • review concepts and vocabulary from the unit. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will write a "Space Available" ad for a zone in the ocean, including attractive details. They put the ads together to make a whole newspaper section. • Find and describe the nearest estuary in your area using the Internet or personal knowledge. • Students will read and answer questions. • Students will review vocabulary using flash cards. • Students will play a Review Game. • Students will read and answer questions. • Students will review prior tests. • Students will play a Review Game. • Students will complete a Performance Review. 	<ul style="list-style-type: none"> • Text p. A148-A153 • Questions 1-4/p. A153 • Lesson Assessment p. 45 • www.sfscience.com • Text p. A154-A155 • Chapter Assessment Form A/p. 49-50 or Form B/p. 51-52 • Text p. A156-A157 • Unit Assessment Form A/p.53-4 or B/p. 55-56 • Performance Review p. A158-A159 	<ul style="list-style-type: none"> • Questions • Lesson Assessment • "Space Available" Ads • Student Descriptions • Chapter Assessment • Unit Assessment • Performance Review 	<p>5.10 A-1</p> <p>5.10 A-1,2</p> <p>5.10 A-1,2</p>

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<p>B. PHYSICAL SCIENCE</p> <p>1. Heat & Matter</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • measure temperature on a Fahrenheit and Celsius scale. • define terms: positive number, negative number. • define terms: thermal energy, heat, temperature. • explain the difference between heat and temperature. • tell how temperature is measured. • define terms: expand, contract. • explain what happens to matter when it is heated and cooled. • to tell some uses for expansion and contraction. 	<ul style="list-style-type: none"> • Students will complete Exploring Temperature Scale Activity. • Students will read and discuss text. • Students will explain in a paragraph what happens to particles as they are heated. • Students will figure out how long it would take a pot of water to boil using the given information: 3 cups of water takes 5 minutes to boil. • Students will research how a microwave heats liquids. • Students will read and discuss text. • Students will read about contraction and expansion on the Internet and then discuss it with the class. • Students will list products in the home that work based upon expansion or contraction technology. 	<ul style="list-style-type: none"> • Text p. B6-B7 • Questions 1-2/p. B6 & B7 • Lab Manual p. 27-28 • Activity Rubric p T9 • Math in Science p. 40 • Text p. B8-B13 • Questions 1-4/p. B13 • Lesson Assessment p. 59 • www.sfscience.com • Text p. B14-B17 • Questions 1-3/p. B17 • Lesson Assessment p. 60 • www.sfscience.com 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Math in Science • Questions • Lesson Assessment • Math Problems • Research Results • Questions • Lesson Assessment • Research Results • Product Lists 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">5.1</td> <td style="width: 50%; vertical-align: top;">A-1,2</td> </tr> <tr> <td style="vertical-align: top;">5.3</td> <td style="vertical-align: top;">A-1</td> </tr> <tr> <td style="vertical-align: top;">5.4</td> <td style="vertical-align: top;">B-1</td> </tr> <tr> <td style="vertical-align: top;">5.6</td> <td style="vertical-align: top;">A-4</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td style="vertical-align: top;">5.2</td> <td style="vertical-align: top;">A-1</td> </tr> <tr> <td style="vertical-align: top;">5.4</td> <td style="vertical-align: top;">B-1</td> </tr> <tr> <td style="vertical-align: top;">5.6</td> <td style="vertical-align: top;">A-4</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td style="vertical-align: top;">5.4.</td> <td style="vertical-align: top;">B-1</td> </tr> <tr> <td style="vertical-align: top;">5.6</td> <td style="vertical-align: top;">B-1</td> </tr> </table>	5.1	A-1,2	5.3	A-1	5.4	B-1	5.6	A-4			5.2	A-1	5.4	B-1	5.6	A-4			5.4.	B-1	5.6	B-1
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<p>B. PHYSICAL SCIENCE</p> <p>1. Heat & Matter (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • tell how expansion and contraction relate to temperature. • define terms: conduction, conductor, insulator, convection, radiation. • explain how matter is heated by conduction. • describe how energy is transferred by radiation. • investigate how well different materials and designs work to keep ice from thawing. • review vocabulary and concepts from the chapter. 	<ul style="list-style-type: none"> • Students will complete Comparing Expansion and Contraction Activity. • Students will read and discuss text. • Students will write a paragraph describing how one arctic animal keeps warm in the cold climate. • Students will construct a container designed to keep ice from melting. • Students will complete Keeping Ice Frozen Activity. • Students will construct a second container that they feel would work better than their first container. Have them test and record results. • Students will read and answer questions. • Students will play Vocabulary Review Game. • Students will design a Quiz and Answer Key to give to a partner to complete and check. 	<ul style="list-style-type: none"> • Text p. B18-B19 • Questions 1-3/p. B19 • Lab Manual p. 29-30 • Activity Rubric p T9 • Text p. B20-B25 • Questions 1-4/p. B25 • Transparency 5 • Lesson Assessment p. 61 • Text p. B26-B27 • Questions 1-4/p. B27 • Lab Manual p. 31-32 • Activity Rubric p. T10 • Text p. B28-B29 • Chapter Assessment Form A/p. 65-66 or Form B/p. 67-68 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Questions • Transparency • Lesson Assessment • Student Paragraphs • Student Containers • Questions • Lab Manual • Activity Rubric • Chapter Assessment • Student Made Quiz 	<p>5.1 A-1,2 5.6 A-4</p> <p>5.4 C 5.1 A-1 5.6 A-4</p> <p>5.1 A-1,2 5.3 B-1</p> <p>5.6 A-4</p>

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<p>B. PHYSICAL SCIENCE</p> <p>2. Changes in Matter</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore how water temperature affects the rate at which sugar dissolves. • define terms: evaporation, condensation. • explore how temperature relates to the states of matter. • distinguish between boiling and evaporation. • define terms: solvent, solute, dilute, concentrated. • describe what happens when solutions form. • identify ways to make materials dissolve faster. 	<ul style="list-style-type: none"> • Students will complete Exploring Dissolving Activity. • Students will read and discuss text. • Students will write rap lyrics describing the states of matter. • Students will research how humidity affects the evaporation of sweat. • Students will make a line graph showing what happens to the temperature of ice as it is heated. • Students will read and discuss text. • Students will create a crossword puzzle using words and clues from this section. • Students will make dilute solution with salt and water. • Students will make concentrated solution with salt and water. • Students will list ways to increase the speed at which the salt dissolves. 	<ul style="list-style-type: none"> • Text p. B32-B33 • Questions 1-3/p. B32 & 1-2/p. B33 • Lab Manual p. 33-34 • Activity Rubric p T10 • Reading for Science p. 48 • Text p. B34-B39 • Questions 1-4/p. B39 • Transparency 6 • Lesson Assessment p. 71 • www.sfscience.com • Text p. B40-B47 • Questions 1-4/p. B47 • Lesson Assessment p.72 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Reading for Science • Questions • Transparency • Lesson Assessment • Student Lyrics • Research Results • Line Graphs • Questions • Lesson Assessment • Solution Results • Crossword Puzzles • Student Lists 	<p>5.1 A-1,2 5.6 A-3,4</p> <p>5.1 A-3 5.6 A-4</p> <p>5.2 A-2 5.6 A-3,4</p>

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<p>B. PHYSICAL SCIENCE</p> <p>2. Changes in Matter (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare how substances dissolve in water and then in oil. • define terms: reactant, product, exothermic reaction, endothermic, reaction, formula, chemical equation. • list four types of chemical reactions. • explain what happens during a chemical reaction and write chemical equations. • investigate the change in temperature during a chemical reaction. 	<ul style="list-style-type: none"> • Students will complete Investigating Solutions Activity. • Students will read and discuss text. • Students will determine the percentages of metals and nonmetals on the Periodic Table of Elements. • In a letter to a friend, students will explain how elements combine in different ways to form compounds. • Students will model each type of chemical reaction. • Students will complete Investigating Temperature Change in a Reaction Activity. • Students will chart temperature changes. 	<ul style="list-style-type: none"> • Text p. B48-B49 • Questions 1-3/p. B49 • Lab Manual p. 35-36 • Activity Rubric p T11 • Text p. B50-B59 • Questions 1-5/p. B59 • Lesson Assessment p. 73 • Text p. B60-B61 • Questions 1-4/p. 61 • Lab Manual p. 37-38 • Activity Rubric p. T11 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Questions • Lesson Assessment • Student Modeling • Questions • Lab Manual • Activity Rubric 	<p>5.1 A-1,2 5.6 A-4</p> <p>5.6 A-1 5.4 B-1 5.4 B-1 C-1</p> <p>5.1 A-1,2 5.4 B-1 5.6 C-1 A-4</p>

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<p>B. PHYSICAL SCIENCE</p> <p>3. Moving Objects (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define terms: force, gravity, mass, weight, Newton, net force, balanced forces. • describe factors that affect the force of gravity. • distinguish between weight and mass. <ul style="list-style-type: none"> • define terms: relative motion, frame of reference, speed, instantaneous speed, speedometer, velocity, acceleration. • name and describe 3 types of motion. • compare speed and velocity. <ul style="list-style-type: none"> • define terms: law, inertia, friction, air resistance. • explain how inertia affects motion. • explain how friction affects moving objects. • apply Newton's first law to circular motion. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will write a paragraph about seeing a force being exerted. • Students will draw a diagram, using arrows to show direction of force. <ul style="list-style-type: none"> • Students will read and discuss text. • Students will solve conversion problems. • Students will make picture flashcards to study types of motion. <ul style="list-style-type: none"> • Students will read and discuss text. • Students will write a poem, rap or song that relates to friction. • Students will try sliding a smooth, flat object on various surfaces, such as a table, piece of sandpaper, etc. 	<ul style="list-style-type: none"> • Text p. B78-B85 • Questions 1-5/p. B85 • Lesson Assessment p. 83 <ul style="list-style-type: none"> • Text p. B86-B93 • Questions 1-5/p. B93 • Lesson Assessment p. 84 • Flashcards <ul style="list-style-type: none"> • Text p. B94-B99 • Questions 1-4/p. B99 • Transparency 7 • Lesson Assessment p. 85 	<ul style="list-style-type: none"> • Questions • Lesson Assessment • Student Paragraph • Student Diagram <ul style="list-style-type: none"> • Questions • Lesson Assessment • Conversion Problems • Flashcards <ul style="list-style-type: none"> • Questions • Transparency • Lesson Assessment • Student Writing 	<p>5.7 A-1,3</p> <p>5.3 A-1 5.7 A-1</p> <p>5.2 A-2 5.7 A-1,2</p>

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B. PHYSICAL SCIENCE 3. Moving Objects (cont.d.)	Students will be able to: <ul style="list-style-type: none"> • investigate how friction affects the movement of an object when force is applied. • discuss how mass, force, and acceleration are related. • explain why objects fall at different rates. • define terms: actions, reactions. • explain the relationship between Newton's Laws and amusement rides. • investigate the relationship between action and reaction. 	<ul style="list-style-type: none"> • Students will complete Investigating Friction and Motion Activity. • Students will read and discuss text. • Students will research how gravity affects moving objects. • Students will solve equations to determine force (force = mass x acceleration) • Students will read and discuss text. • Students will design an amusement ride and discuss how Newton's Laws apply to it. • Students will complete Investigating Action and Reaction Activity. 	<ul style="list-style-type: none"> • Text p. B100-B101 • Questions 1-4/p. B101 • Lab Manual p. 43-44 • Activity Rubric p. T13 • Text p. B102-B105 • Questions 1-3/p. B105 • Lesson Assessment p. 86 • www.sfscience.com • Text p. B106-B109 • Questions 1-3/p. B109 • Lesson Assessment p. 87 • Text p. B110-B111 • Questions 1-3/p. B111 • Lab Manual p. 45-56 • Activity Rubric p. T13 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Questions • Lesson Assessment • Research Results • Student Equations • Questions • Lesson Assessment • Questions • Lab Manual • Activity Rubric 	<ul style="list-style-type: none"> 5.1 A-1,2 5.3 A-1 5.4 A-2 5.7 A-1,2 5.2 A-2 5.7 A-2,3 5.7 A-1 5.1 A-1,2 5.4 A-2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>B. PHYSICAL SCIENCE</p> <p>3. Moving Objects (cont'd.)</p> <p>4. Light, Color & Sound</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> review vocabulary and concepts from the chapter. explore how light travels. conclude that the angle of reflection equals the angle of incidence. define terms: photon, frequency, amplitude, transverse wave. discuss how scientists describe light. list some characteristics of light waves. define terms: convex mirror, concave mirror, refraction, focal point, laser light. compare how light is reflected and refracted. 	<ul style="list-style-type: none"> Students will read and answer questions. Students will play vocabulary review game. Students will complete Exploring Light Rays Activity. Students will find angle measurements. Students will tell whether angles are acute, obtuse or right. Students will read and discuss text. Students will write a journal entry describing what you would think if you were Newton and studying waves. Students will make a two column chart listing properties for both waves and particles. Students will summarize the material in small groups. Students will write a sales brochure in which they advertise the different types and uses of mirrors. Students will research how light is reflected and refracted. 	<ul style="list-style-type: none"> Text p. B112-B113 Chapter Assessment Form A/p. 91-92 or Form B/p. 93-94 Text p. B116-B117 Questions 1-2/p. B116 & 1-2/p. B117 Lab Manual p. 47-48 Activity Rubric p. T14 Math in Science p. 64 Text p. B118-B121 Questions 1-3/p. B121 Lesson Assessment p. 97 Text p. B122-B129 Questions 1-4/p. B129 Lesson Assessment p. 98 www.sfscience.com 	<ul style="list-style-type: none"> Chapter Assessment Questions Lab Manual Activity Rubric Math in Science Questions Lesson Assessment Questions Lesson Assessment Research Results Student Brochures Student Summaries 	<p>5.7 A-1,2</p> <p>5.1 A-1 5.3 A-1 <u>Grade 8</u> 5.7 B-4</p> <p>5.2 A-2 <u>Grade 8</u> 5.7 B-4</p> <p>5.4 A-1,2 <u>Grade 8</u> 5.7 B-4</p>

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<p>B. PHYSICAL SCIENCE</p> <p>4. Light, Color & Sound (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore how light is reflected using water. • define terms: opaque, transparent. • tell how primary colors make other colors. • relate color with the electromagnetic spectrum. • define terms: compressional wave, intensity, sonar, music, noise, octave. • explain how a variety of sounds are produced. • describe what happens when sound reflects and refracts. 	<ul style="list-style-type: none"> • Students will complete Investigating Light Activity. • Students will investigate color blindness on the Internet. • Students will calculate the speed of light. • Research different types of electromagnetic energy. • Students will read and discuss text. • Students will demonstrate transverse and compressional waves using a Slinky. • Determine the distance of lightning using a formula. • Students will write an essay describing the dangers of blasting music or the television set. • Students will investigate hearing impairments using the Internet. • Students will read and discuss text. 	<ul style="list-style-type: none"> • Text p. B130-B131 • Questions 1-2/P. B131 • Lab Manual p. 49-50 • Activity Rubric p. T14 • Text p. B132-B139 • Questions 1-5/p. B139 • Transparency 8 • Lesson Assessment p. 99 • www.sfscience.com. • Text p. B140-B151 • Questions 1-5/p. B151 • Lesson Assessment p. 100 • www.sfscience.com. 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Questions • Transparency • Lesson Assessment • Research Results • Student Calculations • Questions • Lesson Assessment • Student Demonstration • Student Calculations • Student Essays • Student Research Results 	<p>5.1 A-1,2 <u>Grade 8</u> 5.7 B-4</p> <p>5.2 A-2 5.4 A-1,2 <u>Grade 8</u> 5.7 B-4</p> <p>5.2 A-2 5.4 A-1,2 <u>Grade 8</u> 5.7 A-2</p>

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<p>B. PHYSICAL SCIENCE</p> <p>4. Light, Color & Sound (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • investigate how environmental factors affect the transmission and perceived volume of sound. • review vocabulary and concepts from the chapter. • review vocabulary and concepts from the unit. 	<ul style="list-style-type: none"> • Students will complete Investigating Sound Insulation Activity. • Students will read and answer questions. • Students will outline chapter parts in small groups. • Students will read and answer questions. 	<ul style="list-style-type: none"> • Text p. B152-B153 • Questions 1-4/P. B153 • Lab Manual p. 51-52 • Activity Rubric p. T15 • Text p. B154-B155 • Chapter Assessment Form A/p.103-104 or Form B/p. 105/106 • Text p. B1156-B157 • Unit Assessment Form A/p.107-108 or Form B/ p. 109-110 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Chapter Assessment • Assessment <ul style="list-style-type: none"> - Unit - Performance 	<p>5.1 A-1,2 5.3 A-1,2 <u>Grade 8</u> 5.7 A-2</p> <p>5.7 B-2 <u>Grade 8</u> 5.7 A-2</p> <p>5.7 B-2 <u>Grade 8</u> 5.7 A-2</p>

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<p>C. EARTH SCIENCE</p> <p>1. Technology & Weather</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore and compare weather patterns. • define terms: meteorologist, forecast. • determine the effects of extreme weather and identify ways to stay safe. • define terms: air pressure, humidity, relative humidity, dew point. • describe what conditions cause various precipitation. • tell how air pressure creates wind. 	<ul style="list-style-type: none"> • Students will complete Exploring Weather Patterns Activity. • Students will write percentages as fractions. • Students will research the importance of forecasts to our daily lives using the Internet. • Students will read and discuss text. • Students will journal write about any experiences with sever weather. • Students will pretend to be a meteorologist and write a forecast for their area. • Students will read and discuss text. • Students will use a calculator to determine relative humidity. • Students will make a chart showing different types of clouds. • Students will write a poem using “clouds” as a topic. 	<ul style="list-style-type: none"> • Text p. C6-C7 • Questions 1-3/p. C6 & 1-2/p. C7 • Lab Manual p. 53-54 • Activity Rubric p. T17 • Math in Science p. 76 • Text p. C8-C10 • Questions 1-3/p. C10 • Lesson Assessment p. 113 • Transparency 9 • www.sfscience.com • Text p. C11-C17 • Questions 1-4/p. C17 • Lesson Assessment p. 114 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Math in Science • Questions • Lesson Assessment • Transparency • Research Results • Journal Entries • Pretend Forecasts • Lesson Assessment • Calculations of Humidity • Cloud Chart • Poem 	<table border="0"> <tr> <td>5.1</td> <td>A-1,2</td> </tr> <tr> <td>5.3</td> <td>A-1</td> </tr> <tr> <td>5.8</td> <td>B-2</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>5.1</td> <td>A-1,2</td> </tr> <tr> <td>5.3</td> <td>A-1</td> </tr> <tr> <td>5.8</td> <td>B-2</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>5.1</td> <td>A-1,2</td> </tr> <tr> <td>5.8</td> <td>B-2</td> </tr> </table>	5.1	A-1,2	5.3	A-1	5.8	B-2			5.1	A-1,2	5.3	A-1	5.8	B-2			5.1	A-1,2	5.8	B-2
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<p>C. EARTH SCIENCE</p> <p>1. Technology & Weather (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define terms: barometer, anemometer, psychrometer, Doppler radar • describe how weather forecasting technology has changed over time. • discuss the tools available for forecasting, collecting, and predicting the weather data. • explore how water vapor and relative humidity is measured. • define terms: air mass, front. • tell how fronts and pressure systems affect weather. • use maps to show forecasting techniques. 	<ul style="list-style-type: none"> • Students will research and word-process a one page biography on Galileo Galilei or Evangelista Torricelli. • Students will convert temperatures from Fahrenheit to Celsius and visa versa. • Students will write a newspaper article informing the public about the new Doppler radar and its capabilities. • Students will read and discuss text. • Students will complete Relative Humidity Activity. • Students will read and discuss text. • Students will create a weather journal in which they describe changes they see on a daily basis (or hourly basis during severe weather). • Students will find average precipitation rates for the last ten years. • Students will research hurricanes or their paths. 	<ul style="list-style-type: none"> • Text p. C18-C25 • Questions 1-4/p. C25 • Lesson Assessment p. 115 • Text p. C26-C27 • Questions 1-2/p. C27 • Lab Manual p. 55-56 • Activity Rubric p. T17 • Text p. C28-C33 • Questions 1-4/p. C33 • Lesson Assessment p. 116 • www.sfscience.com • almanac 	<ul style="list-style-type: none"> • Questions • Lesson Assessment • Research Paper • Temperature Conversions • Newspaper Article • Questions • Lab Manual • Activity Rubric • Questions • Lesson Assessment • Weather Journals • Computations of Averages • Research Results 	<p>5.2 A1-3 5.4 B-1 5.8 B-2</p> <p>5.3 B-1</p> <p>5.1 A-1,2 5.4 B-1</p>

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<p>C. EARTH SCIENCE</p> <p>2. Earth Processes (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define terms: lithosphere, plate tectonics, fault, focus, seismograph, Richter Scale. • discuss the causes of earthquakes and volcanic eruptions. • explain how a seismograph records information during earthquakes. • define term: weathering. • explain what soil is and what causes differences in soil. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will write a letter to a younger student explaining what they learned about Plate Tectonics. • Students will use an almanac to determine how many earthquakes have occurred in California over the last 20 years. • Students will complete Make A Model Seismograph Activity. • Students will read and discuss text. • Students will write a weathering recipe for soil. • Students will create a rebus-type sentence showing the soil production. • Students will research soil textures on the web. 	<ul style="list-style-type: none"> • Text p. C44-C51 • Questions 1-5/p. C51 • Transparency 10 • Lessons Assessment p. 127 • Text p. C52-C53 • Questions 1-3/p. C53 • Lab Manual p. 59-60 • Activity Rubric p. T18 • Text p. C54-C56 • Questions 1-3/p. C56 • Lesson Assessment p. 128 • www.sfscience.com 	<ul style="list-style-type: none"> • Questions • Transparency • Lesson Assessment • Almanac Activity • Student Letters • Questions • Lab Manual • Activity Rubric • Questions • Lesson Assessment • Recipe • Rebus-type Sentences • Research Results 	<p>5.8 C-1</p> <p>5.8 C-1 D-1</p> <p>5.1 A-1,2 5.8 C-1</p>

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C. EARTH SCIENCE 2. Earth Processes (cont'd.)	Students will be able to: <ul style="list-style-type: none"> • define terms: drainage basin, sediment, groundwater, aquifer, water table, glacier, moraine. • describe how water acts on the land to shape it and create features. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will design a crossword puzzle using names of land features that were created by water. • Students will make a brochure of the ocean shoreline they would like to visit. They will include detailed descriptions of the land. 	<ul style="list-style-type: none"> • Text p. C57-C65 • Questions 1-5/p. C65 • Lesson Assessment p. 129 	<ul style="list-style-type: none"> • Questions • Lesson Assessment • Crossword Puzzle • Brochure 	5.8 C-1
	<ul style="list-style-type: none"> • model how glaciers affect the landscape. 	<ul style="list-style-type: none"> • Students will complete Make a Model Glacier Activity. 	<ul style="list-style-type: none"> • Text p. C66-C67 • Questions 1-3/p. C67 • Lab Manual p. 61-62 • Activity Rubric p. T19 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric 	5.8 C-1
	<ul style="list-style-type: none"> • define terms: index fossil, geologic time scale. • list the ways scientists reconstruct past events. • use a timeline to answer questions. 	<ul style="list-style-type: none"> • Students will write a paragraph explaining the geological history using sequence words. • Students will create a newspaper article announcing the discovery of the Archaeopteryx fossil. • Students will read and discuss text. 	<ul style="list-style-type: none"> • Text p. C68-C75 • Questions 1-4/p. C75 • Lesson Assessment p. 130 	<ul style="list-style-type: none"> • Questions • Lesson Assessment • Student Paragraph • Newspaper Article 	5.8 C-1
	<ul style="list-style-type: none"> • review vocabulary and concepts from the chapter. 	<ul style="list-style-type: none"> • Students will read and answer questions. • Students will play vocabulary review game. 	<ul style="list-style-type: none"> • Text p. C76-C77 • Chapter Assessment Form A/p. 133-134 or Form B/p. 135-136 	<ul style="list-style-type: none"> • Chapter Assessment 	5.8 C-1

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<p>C. EARTH SCIENCE</p> <p>3. Exploring the Universe</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore the positions of the Earth, sun and moon. • define terms: solstice, equinox, lunar eclipse, tides. • tell how the Earth moves. • explain what causes the seasons. • discuss how the Earth and the moon interact. • define terms: fusion, corona, solar eclipse, sunspot, solar flare, aurora. • identify why the sun is Earth's most important star. • explain how the sun gets its energy. 	<ul style="list-style-type: none"> • Students will complete Exploring Lunar Eclipses Activity. • Students will explain the place value chart. • Students will read and discuss text. • Students will draw a diagram to contrast rotation and revolution. • Students will make a model showing the position of Earth in relationship to the moon and other planets. • Students will read and discuss text. • Students will write a sci-fi story about the sun burning out and leaving the Earth dark. They will include environmental and climatic changes. • Students will plot sunspots on a line graph. 	<ul style="list-style-type: none"> • Text p. C80-C81 • Questions 1-2/p. C80 & Question 1/p. C81 • Lab Manual p. 63-64 • Activity Rubric p. T19 • Math in Science p. 92 • Text p. C82-C86 • Questions 1-4/p. C86 • Transparency 11 • Lesson Assessment p. 139 • Text p. C87-C90 • Questions 1-4/p. C90 • Lesson Assessment p. 140 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Math in Science • Questions • Lesson Assessment • Transparency • Questions • Lesson Assessment 	<p>5.9 A-1</p> <p>5.9 A-1</p> <p>5.1 A-1,2 5.9 A-1</p>

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C. EARTH SCIENCE 3. Exploring the Universe (cont'd.)	Students will be able to: <ul style="list-style-type: none"> • define terms: galaxy, quasars, nebula, red giant, supernova, black hole, big bang theory, red shift. • describe the life cycle of a star. • tell why the galaxy seems to be expanding. • investigate the expanding universe. • explain what technology is used to explore the universe and how it benefits society. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will pretend they are in a different galaxy and write a letter home describing life there. • Students will draw a chart sequence showing the size of objects n space from smallest to largest. • Students will complete Make a Model of the Expanding Universe Activity. • Students will read and discuss text. • Students will research spacecraft technology using the web. • Students will write a persuasive letter to the public getting them to fund the current projects and studies. • Students will review chapter material. 	<ul style="list-style-type: none"> • Text p. C91-C97 • Questions 1-4/p. C97 • Lesson Assessment p. 141 • Text p. C98-C99 • Questions 1-3/p. C99 • Lab Manual p. 65-66 • Activity Rubric p. T20 • Text p. C100-C105 & C106-C107 • Questions 1-4/p. C105 • Lesson Assessment p. 142 • www.sfscience.com • Chapter Assessment Form A/p. 145-146 or Form B/p. 147-148 	<ul style="list-style-type: none"> • Questions • Lesson Assessment • Student Letters • Student Charts • Questions • Lab Manual • Activity Rubric • Questions • Lesson Assessment • Student Letters • Research Results • Chapter Assessment 	5.9 C-1,2 5.9 D 5.9 D

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<p>C. EARTH SCIENCE</p> <p>4. Resources & Conservation</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use recycled materials to make new paper. • define terms: renewable resource, nonrenewable resource. • compare and contrast renewable and nonrenewable resources. • define terms: ore, fossil fuels. • list the resources provided by air and land. • define terms: vent, reservoir. • explain the water cycle. • list the ocean and freshwater resources and benefits. 	<ul style="list-style-type: none"> • Students will make new paper. • Students will complete Explore Recycling Activity. • Students will compare and contrast new and used. • Students will make a Venn Diagram. • Students will write a paper about the positive or negative effects of building a dam. • Students will read and discuss text. • Students will write a paragraph explaining how carbon dioxide is cycled through the environment. • Students will make a 2 column chart about air and land resources. • Students will read and discuss text. • Students will read and discuss text. • Students will use a diagram to answer questions. • Students will list saltwater and freshwater resources on a two column chart. • Students will research the damages caused by oil spills. 	<ul style="list-style-type: none"> • Text p. C110-C111 • Questions 1-2/p. C110 & 1-2/p. C111 • Lab Manual 67-68 • Activity Rubric p. T20 • Reading for Science p. 100 • Text p. C112-C114 • Questions 1-3/p. C114 • Lesson Assessment p. 151 • Transparency 12 • Text p. C115-C118 • Questions 1-3/p. C118 • Lesson Assessment p. 152 • Text p. C119-C125 • Questions 1-4/p. C125 • Lesson Assessment p. 153 • www.sfscience.com 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Reading for Science • Venn Diagram • Questions • Lesson Assessment • Transparency • Questions • Lesson Assessment • Student Paragraphs • Student Charts • Questions • Lesson Assessment • Research Results • Two Column Chart 	<p>5.3 D-1 5.10 B-1,2</p> <p>5.10 A-1</p> <p>5.8 C-1</p> <p>5.8 B-1,2</p>

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C. EARTH SCIENCE 4. Resources & Conservation (cont'd.)	Students will be able to: <ul style="list-style-type: none"> • identify ways to purify water. • define terms: stewardship, pollutant, conservation, alternative energy source, solar energy. • list how to conserve and protect Earth's resources. • determine what plowing method results in less erosion. • review concepts and vocabulary from the unit. 	<ul style="list-style-type: none"> • Students will complete Purifying Water Activity. • Students will research one time line event and write a one page report on it. • Students will read and discuss text. • Students will use a circle graph to answer questions about energy use/resources. • Students will research the ocean as an energy source. • Students will complete Experimenting with Erosion Control Activity. • Students will review concepts and vocabulary. • Students will read and answer questions. • Students will play review game. • Students will complete Performance Assessment. 	<ul style="list-style-type: none"> • Text p. C126-C127 • Questions 1-3/p. C127 • Lab Manual 69-70 • Activity Rubric p. T21 • Text p. C128-C134 • Questions 1-4/p. C134 • Lesson Assessment p. 154 • www.sfsience.com • Text p. C135-C137 • Questions 1-2/p. C137 • Lab Manual p. 71-72 • Activity Rubric p. T21 • Text p. C138-C139, C140-C141 & C142-C143 • Chapter Assessment Form A/p. 157-158 or Form B/p. 159-160 • Unit Assessment Form A/p. 161-162 or Form B/p. 163-164 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Questions • Lesson Assessment • Research Results • Questions • Lab Manual • Activity Rubric • Chapter & Unit Assessments 	5.1 B-1,2 5.10 A-1 5.10 B-1 5.8 B-1,2 5.10 C-1 A-1 B-1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD																				
<p>D. HUMAN BODY</p> <p>1. Your Body's Control System</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare reaction times before and after practice. • tell the difference between rate and unit rate. • define terms: neuron, central nervous system, peripheral nervous system, cerebrum, cerebellum, brain stem, hypothalamus, spinal cord, sensory receptor, sensory neuron, motor neuron. • identify the parts and explain the functions of the nervous system. • discuss the function of the peripheral nervous system. • define: retina. • explain how the eyes, ears, nose, tongue, and skin gather information. 	<ul style="list-style-type: none"> • Students will complete Exploring Reaction Time Activity. • Students will calculate rates at which the body responds to stimuli. • Students will read and discuss text. • Students will write a skit about how the nervous system helps us on a daily basis. They will perform the skits in class. • Students will watch "Mr. Good Body" video which covers the nervous system. • Students will make a pie chart for CNS and human CNS. • Students will read and discuss text. • Students will write a limerick about one of the body's senses. • Students will research of olfactory system on the web. 	<ul style="list-style-type: none"> • Text p. D6-D7 • Questions 1-2/p. D6 • Lab Manual 73-74 • Activity Rubric p. T23 • Math in Science p. 112 • Text p. D8-D13 • Questions 1-4/p. D13 • Transparency 13 • Lesson Assessment p. 167 • Text p. D14-17 • Questions 1-3/p. D17 • Lesson Assessment p. 168 • www.sfscience.com 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Math in Science • Questions • Transparency • Lesson Assessment • Student Skits • Student Pie Charts • Questions • Lesson Assessment • Research Results • Limericks 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">5.1</td> <td style="width: 50%; border: none;">A-1,2,3</td> </tr> <tr> <td style="border: none;">5.3</td> <td style="border: none;">A-1</td> </tr> <tr> <td style="border: none;">2.1</td> <td style="border: none;">B-1</td> </tr> <tr> <td colspan="2" style="border: none; height: 20px;"> </td> </tr> <tr> <td style="border: none;">5.5</td> <td style="border: none;">A-1</td> </tr> <tr> <td style="border: none;">2.1</td> <td style="border: none;">B-1</td> </tr> <tr> <td colspan="2" style="border: none; height: 20px;"> </td> </tr> <tr> <td style="border: none;">5.1</td> <td style="border: none;">A-1,2</td> </tr> <tr> <td style="border: none;">5.5</td> <td style="border: none;">A-1</td> </tr> <tr> <td style="border: none;">2.1</td> <td style="border: none;">B-1</td> </tr> </table>	5.1	A-1,2,3	5.3	A-1	2.1	B-1			5.5	A-1	2.1	B-1			5.1	A-1,2	5.5	A-1	2.1	B-1
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<p>D. HUMAN BODY</p> <p>1. Your Body's Control System (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • tell the advantages of stereoscopic vision. • define terms: dendrite, nerve impulse, axon, synapse. • explain how nerve impulses travel. • describe what reflexes are. • define: endocrine gland, hormone, endocrine system. • describe how the endocrine system works. • evaluate how temperature sensors in the hands respond after sensitization. • review concepts and vocabulary from the chapter. 	<ul style="list-style-type: none"> • Students will complete Investigating Vision Activity. • Students will read and discuss text. • Students will create a graphic organizer showing the path a nerve impulse takes through the nervous system. • Students will research epilepsy and seizures. • Students will read and discuss text. • Students will draw a chart of the body and label the parts of the endocrine system. • Students will complete Temperature Testing Activity. • Students will read and answer questions. • Students will make a quiz for a partner to take. 	<ul style="list-style-type: none"> • Text p. D18-D19 • Questions 1-3/p. D19 • Lab Manual 75-76 • Activity Rubric p. T23 • Text p. D20-D23 • Questions 1-4/p. D23 • Lesson Assessment p. 169 • www.sfscience.com • Text p. D24-D26 • Questions 1-3/p. D26 • Lesson Assessment p. 170 • Text p. D27-D29 • Questions 1-2/p. D29 • Lab Manual p. 77-78 • Activity Rubric p. T24 • Text p. D30-D31 • Chapter Assessment Form A/p. 173-174 or Form B/p. 175-176 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Questions • Lesson Assessment • Research Results • Graphic Organizer • Questions • Lesson Assessment • Student Charts • Questions • Lab Manual • Activity Rubric • Chapter Assessment 	<p>2.1 B-1</p> <p>5.5 A-1 2.1 B-1</p> <p>2.1 B-1 5.5 A-1</p> <p>2.1 B-1 5.5 A-1</p> <p>2.1 B-1 5.5 A-1</p>

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<p>D. HUMAN BODY</p> <p>2. Drugs & Your Body</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore activities that contribute to a healthy lifestyle. • define terms: drug, side effect, drug abuse addiction, stimulant, caffeine, depressant, inhalants, hallucinogen. • discuss the proper use and safety regulations for medicines. • tell why it is important to refrain from drug use. • compare the distribution of particles in open and closed spaces. 	<ul style="list-style-type: none"> • Students will complete Exploring Healthy Habits Activity. • Students will use an outline to answer questions about medicines and side effects thereof. • Students will read and discuss text. • Students will research a folk remedy and write down what they found out about it in a one page summary. • Students will use proportions to show amounts of caffeine present in beverages. • Students will research the dangers of drugs. • Students will complete Observing Particle Distribution Activity. 	<ul style="list-style-type: none"> • Text p. D34-D35 • Questions 1-3/p. D34 • Lab Manual 79-80 • Activity Rubric p. T24 • Reading for Science p. 120 • Text p. D36-D41 • Questions 1-4/p. D41 • Lesson Assessment p. 179 • www.sfscience.com • Text p. D42-D43 • Questions 1-3/p. D43 • Lab Manual p. 81-82 • Activity Rubric p. T25 	<ul style="list-style-type: none"> • Questions • Lab Manual • Activity Rubric • Reading for Science • Questions • Lesson Assessment • Research Paper • Student Proportions • Questions • Lab Manual • Activity Rubric 	<p>2.1 A,B,C,D, E,F</p> <p>2.3 A,B</p> <p>5.1 A-1,2,3</p>

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<p>D. HUMAN BODY</p> <p>2. Drugs & Your Body (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define terms: smokeless tobacco, nicotine, carbon monoxide, tar. • explain how tobacco and smokeless tobacco affect the body. • discuss the short-term and long-term effects of using marijuana. • define terms: alcohol, intoxicated, alcoholic, alcoholism. • explain the harmful effects of using alcohol. 	<ul style="list-style-type: none"> • Students will read and discuss text. • Students will create a bulletin board about the harm done by tobacco products using informative flashcards. • Students will research smoking statistics on the web. • Students will make a list of reasons why people should choose not to use tobacco products. • Students will calculate the expense of smoking and decide what else could be done with the money. • Students will read and discuss text. • Students will make anti-drug posters educating others about the harmful effects of marijuana. • Students will read and discuss text. • Students will draw storyboards to use to make a “No Need to Drink” commercial. They will video tape commercials and present them. • Students will calculate related deaths for one day in the U.S. 	<ul style="list-style-type: none"> • Text p. D44-D49 • Questions 1-4/p. D49 • Lesson Assessment p. 180 • www.sfscience.com • Text p. D50-D51 • Questions 1-3/p. D51 • Lesson Assessment p. 181 • Text p. D52-D57 • Questions 1-4/p. D57 • Lesson Assessment p. 182 • Transparency 14 	<ul style="list-style-type: none"> • Questions • Lesson Assessment • Research Results • Bulletin Board • Student Lists • Questions • Lesson Assessment • Student Posters • Questions • Lesson Assessment • Transparency 	<p>2.3 B-1,2</p> <p>2.3 B-5,6</p> <p>2.3 B-3</p>

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<p>D. HUMAN BODY</p> <p>2. Drugs & Your Body (cont'd.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • review vocabulary and concepts from the chapter. • answer test questions correctly. • review concepts and vocabulary from the unit. 	<ul style="list-style-type: none"> • Students will read and answer questions. • Students will read and answer questions. • Students will complete Performance Assessment. 	<ul style="list-style-type: none"> • Text p. D58-D59 • Chapter Assessment Form A/p. 185-186 or Form B/p. 187-188 • Text p. D60-D61 & p. D62-D63 • Unit Assessment Form A/p.189-190 or Form B/p. 191-192 	<ul style="list-style-type: none"> • Chapter Assessment • Unit Assessment 	<p>2.3 B-1-8</p> <p>2.3 B-1-8</p>