The American School of Marrakesh

Grade 6 Science 2015-2016

*Welcome students and parents to the first year of middle school science!*

**Introduction:**

In Grade 6 Science, students continue developing their understandings of the physical and living universe. Students will explore topics from the major scientific disciplines including the physical (including physics and chemistry), biological, and earth sciences. Students will develop an appreciation of the scientific process to the acquisition of scientific knowledge. Students will also start to develop scientific report writing skills, gain proficiency in use of scientific equipment, and have the opportunity to apply computer and mathematical skills.

Preparation

The curriculum for grade 6 is aligned with the textbook *Science Integrated Course 1* published by *McDougal Littell*. This textbook offers learning science in terms of accuracy, depth, presentation and expression of scientific concepts.

The textbook will be used for both class and homework and as such is essential for every class. Students are responsible for their new textbooks and should not be left in the classroom. It should be brought to class every session.

Students will be required to have a science notebook for recording information they have studied. The students will turn in and compile graded lab reports.

The student planner is a wonderful way of getting students organized. The school encourages students to have one and use them throughout the year.

Students need to be equipped with black or blue pens (for note taking), pencil, ruler and eraser (for scientific diagrams and graphing), and glue sticks (for keeping worksheets in order). Highlighters and correction tape are also useful items. Refer to materials list in science for a complete list. Students should label their stationery items as many items end up in the science lost property.

Assessment:

Assessments will take a variety of forms that may include written projects, manual projects, technology tasks, oral presentation, quizzes and tests.

Assessment in middle school is as follows:

**60% Tests, Quizzes and Term Projects** (Individual, Group Work)

**15% Lab Reports and Projects** (lab reports, lab-based projects and major research projects)

**10% Classwork/Homework**

**5% Class Participation**

**5% Readiness for Class** (on time for class, materials complete,

Science Starter)

**5% Notebook Check** (announced/unannounced)

**\*Term 3 Grade =** Final Exam, Performance Assessment, Portfolio

##### Homework Policy

Students in Grade 6 science should be completing roughly 1-1.5 hours of homework in Science per week, though this will vary somewhat depending on the topic. As can be seen from the course outline tables (refer next page), homework may tend to be less at the commencement of a topic and increase towards the end of each topic when major assessments are due, and when study/review for unit tests is required.

Homework in Science may include textbook work, completion of lab reports to be done at home, or research for projects and assignments.

Late homework policy of deducting 20% for a day an assignment will be followed where no valid or reasonable excuse is provided. **No late assignments will be accepted after one day late.**

**Tutorials /Extra Assistance**

Extra help for Grade 6 Students will be held in **Room 204** from 3:45-4:15pm (check teacher’s schedule posted at the door). Tutorials are primarily designed to assist students having difficulties with scientific concepts and who wish to improve their grade.

At tutorials, students may:

* Ask questions to the teacher/get extra assistance for class or homework
* Catch up on missing homework or bookwork
* Work on groups to complete group tasks such as projects or group based lab reports

Attendance at tutorials is voluntary. Ms. Vergara would appreciate if you could let her know in advance if you would be attending or not.

**Additional Information**

Additional information about Grade 6 Science can be found at the school’s website, AERO website and teacher website (Weebly).

If you wish to know any other information regarding Grade 6 Science, or should you have concerns that arise during the year, please don’t hesitate to contact me at:

rvergara@asm.ac.ma

Warm regards,

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######  Ms. R. Vergara

*Middle School/High School Science Teacher*

Grade 6 Science

Scope and Sequence of Topics

The following tables show the sequence of topics, the relevant scientific standard(s) for which they are assessed, the reference source(s), and a time frame for the study of the major scientific ideas taught in Grade 6 Science.

**Term 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit title | **Content relevant scientific standard** | **Textbook reference** | **Time (weeks)** |
| **Working Scientifically** | Students apply the scientific method and scientific thinking | various | 2 |
| **Understanding Matter** | Students identify and define the three states of matter and understand that mixtures can be separated utilizing physical properties | Unit BCh. 1 | 4 |
| **Energy** | Students identify the different forms of energy and relate technology and energy | Unit BCh. 3 | 4 |
| **Solar Energy** | Energy from the sun,  | Unit BCh 3 | 2 |
| **Waves (if time permits)** | Waves transfer energy and interact in predictable ways | Unit CCh. 1 | 1  |
| **Light and Optics (if time permits)** | Understand the behavior and nature of light | Unit CCh. 4 | 1 |

**Term 2**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit title | **Content relevant scientific standard** | **Textbook reference** | **Time (weeks)** |
| **Exploring Space** | People develop and use technology to explore and study space | Unit ECh. 1 | 3 |
| **Earth, Moon and Sun** | Earth and the moon move in predictable ways as they orbit the sun | Unit ECh. 2 | 3 |
| **Our Solar System** | Planets and other objects form a system around our sun | Unit ECh. 3 | 3 |
| **Stars, Galaxies and the Universe** | Students study the characteristics of stars | Unit ECh. 4 | 2 |

**Term 3**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit title | **Content relevant scientific standard** | **Textbook reference** | **Time (weeks)** |
| **Views of Earth Today** | Students learn how modern technology changed the way we view and map Earth | Unit ACh. 1 | 3 |
| **Rock Cycle** | Students learn how rocks change into other rocks over time | Unit ACh. 3 | 3 |
| **Minerals (if time permits)** | Students learn the different kinds of minerals, their characteristics and how they are the building blocks of Earth | Unit ACh. 2 | 1 |
| **Weathering and Soil Formation** | Students explain how natural forces break rocks apart and form soil which support life | Unit ACh. 4 | 2 |