

**Youngstown City Schools
Grade 6 Science Pacing Guide
Grading Period 1**

| Strand/Topic/Content Statement | Duration | Clear Learning Targets | Curriculum Resources | Vocabulary/Concepts |
|---|--|---|---|---|
| <p style="text-align: center;">SCIENCE INQUIRY AND APPLICATION PRACTICES</p> <p style="text-align: center;">Thinking Like a 21st Century Scientist</p> | <p style="text-align: center;">Weeks 1-3</p> | <p style="text-align: center;">"I Can..."</p> <ul style="list-style-type: none"> - follow a laboratory procedure and work collaboratively within a group using appropriate scientific tools. -work individually, with a partner, and as a team to test a scientific concept, change a variable, and record the experimental outcome. - use the engineering design cycle to develop a solution with a predictable outcome. - cite specific text or online resource to support a proposed design solution. | <p style="text-align: center;"><u>Curriculum Units:</u></p> <ul style="list-style-type: none"> • Team Building • Lab Safety • My Science Classroom: Scale • Laboratory Procedures and Equipment • Computer Technology • Introduction to Science and • Inquiry Design Cycle <p style="text-align: center;"><u>Discovery Education:</u> http://www.discoveryeducation.com</p> <p style="text-align: center;"><u>Ohio Department of Education - Science:</u> http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Science</p> <p style="text-align: center;">AIR Practice Site</p> | <ul style="list-style-type: none"> Classify Communicate Compare Conclude Data Design Cycle Engineer Evidence Infer Interpret Investigate Justify Measure Observe Organize Predict / Hypothesis Question Record Relate Science Variable |

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| <p style="text-align: center;">EARTH SCIENCE</p> <p>Minerals have specific, quantifiable properties. (6.ESS.1)</p> <p>Igneous, Metamorphic, and Sedimentary rocks have unique characteristics that can be used for identification and/or classification. (6.ESS.2)</p> <p>Igneous, Metamorphic, and Sedimentary rocks form in different ways. (6.ESS.3)</p> | <p style="text-align: center;">Weeks 4-9</p> | <p>"I Can..."</p> <ul style="list-style-type: none"> - identify minerals by testing their properties - use mineral properties to identifying minerals. - use the rock cycle to describe the formation of igneous, sedimentary and metamorphic rocks. - identify the unique characteristics to classify rocks. - describe the formation of igneous, metamorphic, and sedimentary rocks - use the unique characteristic of sedimentary rocks to identify and classify sedimentary rocks. - identify the characteristics/classify metamorphic rocks. - describe how metamorphic rocks form. | <p><u>Curriculum Units:</u></p> <ul style="list-style-type: none"> • Minerals • Rocking the Cycle • Igneous Rock • Sedimentary Rock • It's the heat and the pressure? <p><u>Textbook Resources:</u> Holt Series Textbooks</p> <p><u>Discovery Education:</u> http://www.discoveryeducation.com</p> <p><u>Ohio Department of Education - Science:</u> http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Science</p> <p>AIR Practice Site</p> | <p>Vocabulary/Concepts</p> <p>Chemical Sedimentary Rock Clastic Sedimentary Rock Cleavage Contact Metamorphism Density Extrusive Igneous Rock Foliated Fracture Hardness High Silica Igneous Inorganic Intrusive Igneous Rock Lava Low Silica Luster Magma Metamorphic Mineral Nonfoliated Organic Sedimentary Rock Regional Metamorphism Rock Rock Cycle Sedimentary Strata Stratification Streak Texture</p> |