

## Science Curriculum: 6<sup>th</sup> Grade

### Georgia Performance Standards: Year Curriculum Map

This document is part of a framework that is designed to support the major concepts addressed in the 6<sup>th</sup> Grade Curriculum of the Georgia Performance Standards through the processes of inquiry. These units are written to be stand alone units that may be taught in any sequence. The length of each unit is a suggestion. Unit length should be based on student performance.

1 <sup>st</sup> 9 weeks		2 <sup>nd</sup> 9 weeks		3 <sup>rd</sup> 9 weeks		4 <sup>th</sup> 9 weeks	
<b>Unit: Rocks and Minerals</b>	<b>Unit: Weathering and Erosion</b>	<b>Unit: Inside the Earth</b>	<b>Unit: Water in Earth's Processes</b>	<b>Unit: Climate and Weather</b>	<b>Unit: Universe and Solar System</b>	<b>Unit: Earth, Moon, and Sun</b>	<b>Unit: Human Impact</b>
7 weeks	4 Weeks	7 weeks	5 weeks	5 weeks	3 weeks	3 weeks	2 weeks
<p><i>Focus:</i> Rock compositions</p> <p>Classification of rocks</p> <p>Rock formation processes</p> <p>Fossil evidence</p>	<p><i>Focus:</i> Weathering, erosion, and deposition</p> <p>Soil</p> <p>Human activity/erosion</p> <p>Conserving natural resources</p>	<p><i>Focus:</i> Earth's crust, mantle, and core</p> <p>Plate tectonics</p>	<p><i>Focus:</i> Earth's water</p> <p>Factors affecting water cycle</p> <p>Subsurface topography</p> <p>Currents, waves, and tides</p>	<p><i>Focus:</i> Tilt of the Earth</p> <p>Effect of heat on weather patterns</p> <p>Unequal heating of land and water</p> <p>Wind and water energy</p> <p>Ocean's moisture and evaporation</p> <p><b>Related Topics</b> Factors affecting water cycle</p>	<p><i>Focus:</i> Historical scientific models</p> <p>Solar System</p> <p>Planets</p> <p>Gravity</p> <p>Comets, asteroids, and meteors</p>	<p><i>Focus:</i> Motion of objects in day/night sky</p> <p>Relative positions of earth, moon, and sun</p> <p><b>Related Topic:</b> Tides</p>	<p><i>Focus:</i> Effects of human activity on erosion</p> <p>Conserving natural resources</p> <p>Sun's relationship to wind and water energy</p> <p>Renewable and nonrenewable resources</p>
<p><b>Each unit integrates laboratory experiences and field work using the process of inquiry.</b></p> <p><b>NOTE:</b> There are several strategies that are common throughout the units such as the use of a laboratory notebook, written laboratory reports, and common teaching strategies. Keeping in mind that the standards are recursive in nature, it should be noted that many of the standards are revisited in different units throughout the year.</p>							<p><b>GPS/End of Course Testing</b></p>