

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science Seasons	First	1	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.3a,b,c, 1.4a,b,c,1.5a,b,1.7a,c,1.9a,b,		*Compare and contrast the four seasons *Distinguish characteristics of each season and use that information to generalize events that take place during that season.	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
spring, summer, fall, autumn, winter, seasons, year		Harcourt Science pgs.D24-D48	
		Weblinks/Other Resources:	
		non-fiction literature about the seasons Video-Climates and Seasons	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Seasons book		Day 1-Spring Day 2-Summer Day 3-Fall Day 4-Winter Day 5-Conclusion	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Fall) Plants and Animals Need Each other	First	1	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,d,e,1.4a,b,1.5a,1.6a,b,1.7a,1.9a,b		*Describe leaf characteristics and use them to develop categories for sorting *Analyze the relationship between plants and animals	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
shelter, enrich, pollen, product		Harcourt Science pgs. B2-B22 Workbook pgs. 27, 29, 31, 32	
		Weblinks/Other Resources:	
		Various non-fiction and fiction books about plants and animals	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Plant/Animal Assessment Workbook pgs. 27, 29, 31, 32		1-How Animals Need Plants 2-How Animals Help Plants 3-People Need Plants and Animals 4-Generalize other applications 5-Conclusion and Assessment	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Apples week 1) About Our Earth	First	1	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.3a,b,1.4a,b,c,1.5a,b,1.6a,1.7a,b,1.10b,c,		*Gather soil from various areas and examine it's composition *Classify rocks as to various attributes *Plant lima bean seeds and record changes as they develop	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
sand, rock, soil, texture, plant		Harcourt Science pgs. C2-C19	
		Weblinks/Other Resources:	
		Various non-fiction and fiction books about rocks, soils, seeds and plants Video-The Magic School Bus Gets Planted	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Earth's Land assessment Plant Journal-optional		1-Rocks 2-Soil 3-Plant seeds 4-Different types of soil 5- Conclusion and Assessment	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Apples week 2) All about Plants	First	1	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.4a,c,1.5b, 1.6a,b,d,1.7a,1.9a,		*Plant lima bean seeds in a plastic bag. Dissect the seeds after they have sprouted to distinguish it's individual parts. *Investigate each plant parts purpose *Determine what a plant need to survive	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Roots, stem, leaves, flower, seed, seed coat, sunlight		Harcourt Science pgs. A20-A38	
		Weblinks/Other Resources:	
		Video-How Plant Grow Magic School Bus Goes to Seed Various Fiction and non-fiction books about plants	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
All about Plants assessment Plant Journal (optional)		1-Parts of a plant 2-How Plants Grow 3-What Plants Need 4-Review All About Plants 5- Conclusion and Assessment	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science Senses	First	2	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,e,1.4b, 1.5a,b,1.6a,b,1.7a,1.9a		*Expand awareness of the five senses *Identify how each sense can	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
senses, taste, tongue, smell, feel, touch, hear, eardrum		Harcourt Science pgs. A2-A9 Workbook 1 and 2	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books about the senses Video- Magic School Bus Inside the Haunted House Senses game Feeling bag	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Workbook 1 and 2 Participation during senses experiments and discussions		1-tasting 2.smelling 3-touching 4-seeing 5-hearing	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Bats) Living and Nonliving	First	2	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.4b,c,1.5a,b,1.6a,b,1.7a,1.8a,b		*Compare living and nonliving things *Develop a list of things necessary for a living thing to survive *Locate and observe parts of a bat and related their habits and habitats to what living things need. *Use the attributes of a bats face to sort	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
living, nonliving, food, water, air, bat, echolocation, migrate, hibernate		Harcourt Science pgs. A10-A19 Workbook pgs. 5 and 6	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books about bats Video-Kids Discover Bats Magic School Bus Goes Batty Bat fact sheet	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Bat Part assessment Living and Nonliving assessment		1-nonliving 2-living-introduce bats-bat anatomy 3-compare living and nonliving-bat needs 4-bat habits and habitats 5-Conclusion and Assessment	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science Spiders	First	2	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,1.2a,b,c,1.4a,1.6b,1.9a		*Construct a model which shows the parts of a spider *Collect information about spiders using various tools and methods *Investigate ways to care for spiders	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Spider, egg sack, web, arachnid, spinneret			
		Weblinks/Other Resources:	
		Various fiction and non-fiction books about spiders Video-Magic School Bus Spins a Web Backyard science-Spiders http://www.umich.edu/~esupdate/library/97.03-04/skerl.html endangered spiders	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Spider parts worksheet Spider book Spider hat		1-Is a spider an insect? 2-Parts of a spider 3-Spider conservation 4-Webs 5-Spider model-hat	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science Weather	First	3	2 weeks
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.4a,b,1.5a,b,1.7a,b,c		*Explain the water cycle process *Observe and record changes in the weather *Investigate what causes rainbow and identify their color order	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Weather, temperature, thermometer, wind, evaporate, condense, water cycle, water vapor, rainbow		Harcourt Science pgs.D2-D23	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books about weather	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Weather assessment Rainbow project Weather packet		1-Weather 2-Different kinds of weather 3-Temperature/changes 4-Wind 5-Clouds and Rain 6-Water Cycle 7-Rainbows 8, 9-Review games and activities 10 Assessment	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Winter) Investigate Matter	First	3/4	2 weeks
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.4a,bc,1.5a,b,1.6a,c,d,1.7a		*Demonstrate safe practices during classroom as information is gathered using simple equipment and tools *Identify and test ways that heat may cause change such as when ice melts	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Solid, liquid, gas, matter, float, sink, change, mechanic		Harcourt Science pgs. E2-E31 Workbook pgs75, 77, 78, 81, 85, 86	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books matter Various lab materials	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Participation during matter experiments and discussions Workbook pgs75, 77, 78, 81, 85, 86 (optional)		1-Observe solids 2-Observe liquids 3- Objects that sink or float 4- Observe gas 5-Changing Objects 6-Observing change 7-Objects and there parts 8 and 9-review 10-Conclusion and Assessment	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (The Solar System) Heat and Light	First	4	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.3a,b,c,4a,b,1.5b,1.7a,b		*Investigate how the sun's heat warms the Earth and provides light *Locate the sun in relationship to the planets and other objects in our solar system *Explore how far the light and heat travel from the sun and draw conclusions about the temperature on various planets	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Heat, melt, light, prism, refract, reflect, planets, stars, solar system		Harcourt Science pgs. E32-E56 Workbook pgs 88, 90, 92	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books about space, light and heat Video-Magic School Bus Lost in Space Magic School Bus Out of this world	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Light assessment Workbook pgs 88, 90, 92		1-Heat-the sun gives off heat 2-Heat changes matter 3-Light-the sun gives off light 4-How light moves 5-Draw conclusions about how heat and light effect various planets in our solar system	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Penguins) A place to Live	First	4	
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.4a,c,1.6a,b 1.9a,b,1.10c		*Evaluate the life of penguins, where they live, what they eat, how they grow and survive and contrast them to animals that live in other places.	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Forest, desert, rain forest, ocean, algae, penguin, krill, sea lion		Harcourt Science pgs. B24-B48 Workbook pgs 34, 36, 37, 38, 39, 40	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books Video-Animal World Penguins	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Workbook pgs 34, 36, 37, 38, 39, 40 Penguin folder		1-Overview a Place to Live/Penguins live in different places 2-Forests 3-Deserts 4-Rain forests 5-Oceans/Penguins live part of their life and find food in the ocean 6-8 Penguin life cycle and body parts 9-Penguin food and enemies 10-Differentiate between penguins and other animals that live in various environments	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Transportation) Pushes and Pulls	First	5	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.3a,c,1.4b, 1.5a,1.6a,b,c,1.7a		*Plan and conduct simple investigations to gather information about force and motion	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Force, push, pull, zigzag, motion, surface, friction, wheel		Harcourt Science pg. F2-F29 Workbook pgs 96 and 97	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books transportation Various lab materials	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Participation during pushes and pulls experiments Workbook pgs 96 and 97 Pushes and Pulls assessment		1-Making things move 2-Directions things move and Why things move the way they do 3-Different surfaces-friction 4-Wheels 5-Conclusion and Assessment	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Oceans) About Our Earth-Air and Water	First	5	2 weeks
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.9b,1.10a,c,		*Compare and give examples of the ways living organisms in the ocean depend on each other for their needs and help provide for our needs	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Air, fresh water, stream, river, lake, salt water, tide pool		Harcourt Science pgs. C20-C40	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books about the ocean Video-Magic School Bus Gets Eaten Deep Sea Dive	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Oceans Activities folder		1-How much of the Earth is covered by oceans 2-Animals in the ocean 3-Regions of the Ocean 4-Ocean layers 5-Food chains 6-Tide pools 7-waves 8-pollution 9-The Ocean and us 10-Complete and turn in folder activities	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Spring/Butterflies) All About Animals- Butterflies	First	5	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.2a,b,c,d,e,1.4a,1.5b,1.6b,1.7d,1.9a,b		*Observe and record changes in the life cycle of a butterfly *Communicate explanations about butterfly life cycle investigations	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Insect, eggs, hatch, larva, pupa, butterfly, cocoon, antennae, mammals, reptiles, amphibians, metamorphosis		Harcourt Science pgs. A40-A54, A59-70	
		Weblinks/Other Resources:	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Butterfly Journal Butterfly Parts activity		1-Why is a butterfly an insect? 2-Parts of a butterfly and symmetry 3-Life cycle 4-Moths verses butterflies 5-Relate butterfly life cycle to other animals including mammals	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science (Insects/Spring Holiday) All About Animals-Insects	First	5	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.6b,1.9a		*Observe and describe the parts of an insect *Investigate various kinds of insects and determine attributes that can be used to sort them	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
exoskeleton, head, thorax, abdomen, legs		Harcourt Science pgs. A54-A57	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books insects including ants Video- Magic School Bus Ants in Your Pants	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Parts of an Insect assessment Bug Walk Graph Participation in class ant journal		1-What is an insect? (Parts of an insect) 2- Many kinds of insects 3-What do insects do? 4-Bug walk 5-ants	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science Frog Life Cycle	First	6	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1a,b,1.3a,1.5a,b,1.6a,b,1.7a,d		*Observe, describe and record changes in tadpoles *Discriminate between frog and toad characteristics	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Frog, amphibian, toad, polliwog, tadpole, metamorphosis		Harcourt Science pgs. A70-A80 Workbook pgs 24 and 25	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books about frogs Video Magic School Bus Hops Home Likes and Differences worksheet	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Workbook pgs 24 and 25 Likes and Differences worksheet		1-What is a frog? 2-Frog life cycle 3-Frog or Toad 4-Frog Facts 5-Frog	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science Magnets	First	6	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.1.a,b,1.2a,b,c,d,e,1.3a,b,c, 1.4b,1.5a,b,1.7a,		*Gather information using various magnets to draw conclusions about all magnets *Observe magnet fields and movement	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Magnet, attract, strength, repel, poles, magnetic force, magnetize		Harcourt Science pg. F30-F53 Workbook 108, 110, 114, 115	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books about magnets Magnets of various size and shape and other items of various make-up including different metal compositions, plastic, and wood	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Workbook 108, 110, 114, 115 Experiment participation and discussion		1-Magnets 2-Magnetic poles 3-Magnetic force 4-Make a magnet 5-Using magnets	

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science Body Systems and Safety	First	6	1 week
TEKS/Student Expectations		Examples/Specifications:	
1.2a,b,c,d,e,1.3a,1.4a,1,6d		*Investigate and discuss the various body systems and how they depend on each other *Examine ways to protect those systems	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
Eye, iris, pupil, ear, skeleton, bone, skull, spine, digestion, mouth, teeth, stomach, circulation, heart, blood vessels, breathe, lungs, muscles, nerves,		Harcourt Science R12-R27	
		Weblinks/Other Resources:	
		Various fiction and non-fiction books about the body systems	
Evaluation/External Assessment/Local Assessment:		Best Instruction Timeline:	
Teacher observation during body activities		1-Eyes and ears 2-Skeletal system and digestion 3-Circulatory system and respiratory system 4-Muscular system and nervous system 5-Protecting the systems	