



# School District of Horicon

## Course Outline

### Learning Targets

<b>6th Grade Science</b>
<b>UNIT: Microbiome</b>
<ul style="list-style-type: none"> <li>● Explain how small the microorganisms live on and in the human body.</li> <li>● Gather and evaluate evidence to understand that a healthy microbiome protects us from harmful bacteria.</li> </ul>
<b>UNIT: Metabolism</b>
<ul style="list-style-type: none"> <li>● Explain how cells in the human body get what they need to function.</li> <li>● Understand what cells do with the things they absorb.</li> <li>● Use models to explain the roles of the body systems in delivering molecules.</li> <li>● Apply knowledge of cellular respiration to a new problem</li> <li>● Use evidence and reasoning to support a claim.</li> </ul>
<b>UNIT: Traits and Reproduction</b>
<ul style="list-style-type: none"> <li>● Understand why traits vary and why they vary even between parents and offspring and among siblings.</li> <li>● Use a model to show and explain how genes are inherited through sexual reproduction</li> <li>● Understand that each parent randomly passes on one of its 2 copies of genes.</li> <li>● Show that each offspring receives two copies of each gene, one from each parent.</li> </ul>
<b>UNIT: Thermal Energy</b>
<ul style="list-style-type: none"> <li>● Collect evidence that temperature is related to motion.</li> <li>● Understand that energy is not created or destroyed. Kinetic energy transfers from faster-moving to slower-moving molecules.</li> <li>● Model and explain how thermal energy is different from temperature.</li> <li>● Use evidence and reasoning to support a claim.</li> </ul>
<b>UNIT: Weather Patterns</b>
<ul style="list-style-type: none"> <li>● Understand that the water cycle is an important part of weather.</li> <li>● Use a simulation to observe and evaluate how clouds are formed and what causes rain.</li> <li>● Understand how air parcels, winds and pressure are related to our weather.</li> </ul>

*Students will be able to meet the learning targets above as evidenced by formative and summative classroom assessments.*