



## Teacher Learning Report Grade 6 Science

Elements and Compounds	Unit	CHECKPOINT		
		1	2	3
6.5 <b>Matter and energy.</b> The student knows the differences between elements and compounds.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
6.2(A) describe, plan, and implement comparative investigations ⑧ 6.2(B) design and implement experimental investigations ⑧ 6.4(A) collect, record, and analyze information using tools ⑧ <i>connected 6.1(A), 6.1(B), 6.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Elements and Compounds</b>				
6.5(A) know that an element is a pure substance represented by a chemical symbol and that a compound is a pure substance represented by a chemical formula				
6.5(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere				
<b>Chemical Change</b>				
6.5(C) identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change ⑧				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
6.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ⑧ 6.3(B) use models to represent the natural world ⑧ <i>connected 6.2(C), 6.2(D), 6.3(A), 6.3(C), 6.3(D)</i>				



## Teacher Learning Report Grade 6 Science

### >> Physical Properties of Matter

**6.6 Matter and energy.** The student knows matter has physical properties that can be used for classification.

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

6.2(A) describe, plan, and implement comparative investigations ☉  
 6.2(B) design and implement experimental investigations ☉  
 6.4(A) collect, record, and analyze information using tools ☉  
*connected 6.1(A), 6.1(B), 6.4(B)*

Unit	CHECKPOINT		
	1	2	3

### Content

#### Properties of Matter

6.6(A)\* compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability ☉

6.6(C) test the physical properties of minerals, including hardness, color, luster, and streak

Unit	CHECKPOINT		
	1	2	3

#### Density

6.6(B)\* calculate density to identify an unknown substance


### Process (Ways to Show)

6.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ☉  
 6.3(B) use models to represent the natural world ☉  
*connected 6.2(C), 6.2(D), 6.3(A), 6.3(C), 6.3(D)*

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 6 Science

Earth's Resources	Unit	CHECKPOINT		
		1	2	3
<b>6.7 Matter and energy.</b> The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
6.2(A) describe, plan, and implement comparative investigations ⓘ 6.2(B) design and implement experimental investigations ⓘ 6.4(A) collect, record, and analyze information using tools ⓘ <i>connected 6.1(A), 6.1(B), 6.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Energy Resources</b>				
6.7(A) research and discuss the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
6.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ⓘ 6.3(A) analyze, evaluate, and critique scientific explanations to encourage critical thinking <i>connected 6.2(C), 6.2(D), 6.3(B), 6.3(C), 6.3(D)</i>				



## Teacher Learning Report Grade 6 Science

### >> Force, Motion, Potential, and Kinetic Energy

**6.8 Force, motion, and energy.** The student knows force and motion are related to potential and kinetic energy.

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

6.2(A) describe, plan, and implement comparative investigations Ⓢ  
 6.2(B) design and implement experimental investigations Ⓢ  
 6.4(A) collect, record, and analyze information using tools Ⓢ  
*connected 6.1(A), 6.1(B), 6.4(B)*

Unit	CHECKPOINT		
	1	2	3

### Content

#### Potential and Kinetic Energy

6.8(A)\* compare and contrast potential and kinetic energy

Unit	CHECKPOINT		
	1	2	3

#### Motion

6.8(C)\* calculate average speed using distance and time measurements  
 6.8(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces  
 6.8(D)\* measure and graph changes in motion  
 6.8(E) investigate how inclined planes can be used to change the amount of force to move an object Ⓢ

Unit	CHECKPOINT		
	1	2	3

### Process (Ways to Show)

6.2(D) construct tables and graphs to organize data and identify patterns  
 6.2(E) analyze and formulate explanations, communicate conclusions, and predict trends Ⓢ  
 6.3(B) use models to represent the natural world Ⓢ  
*connected 6.2(C), 6.3(A), 6.3(C), 6.3(D)*

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 6 Science

Law of Conservation of Energy	Unit	CHECKPOINT		
		1	2	3
6.9 Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
6.2(A) describe, plan, and implement comparative investigations Ⓢ 6.2(B) design and implement experimental investigations Ⓢ 6.4(A) collect, record, and analyze information using tools Ⓢ <i>connected 6.1(A), 6.1(B), 6.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Energy Transfer</b>				
6.9(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation				
6.9(B) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting				
<b>Energy Transformation</b>				
6.9(C)* demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
6.2(E) analyze and formulate explanations, communicate conclusions, and predict trends Ⓢ 6.3(B) use models to represent the natural world Ⓢ <i>connected 6.2(C), 6.2(D), 6.3(A), 6.3(C), 6.3(D)</i>				



## Teacher Learning Report Grade 6 Science

Structure of Earth	Unit	CHECKPOINT		
		1	2	3
6.10 <b>Earth and space.</b> The student understands the structure of Earth, the rock cycle, and plate tectonics.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
6.2(A) describe, plan, and implement comparative investigations Ⓢ 6.2(B) design and implement experimental investigations Ⓢ 6.4(A) collect, record, and analyze information using tools Ⓢ <i>connected 6.1(A), 6.1(B), 6.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Classifying Rocks</b>				
6.10(B) classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation				
<b>Layers of Earth</b>				
6.10(A) build a model to illustrate the compositional and mechanical layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere				
<b>Tectonic Plates</b>				
6.10(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American				
6.10(D) describe how plate tectonics causes major geological events such as ocean basin formation, earthquakes, volcanic eruptions, and mountain building Ⓢ				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
6.2(E) analyze and formulate explanations, communicate conclusions, and predict trends Ⓢ 6.3(B) use models to represent the natural world Ⓢ <i>connected 6.2(C), 6.2(D), 6.3(A), 6.3(C), 6.3(D)</i>				



## Teacher Learning Report Grade 6 Science

Organization of Solar System	Unit	CHECKPOINT		
		1	2	3
6.11 <b>Earth and space.</b> The student understands the organization of our solar system and the relationships among the various bodies that comprise it.				

  

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
6.2(A) describe, plan, and implement comparative investigations ⓘ 6.2(B) design and implement experimental investigations ⓘ 6.4(A) collect, record, and analyze information using tools ⓘ <i>connected 6.1(A), 6.1(B), 6.4(B)</i>				

  

Content	Unit	CHECKPOINT		
		1	2	3
<b>The Solar System</b>				
6.11(A) describe the physical properties, locations, and movements of the Sun, planets, moons, meteors, asteroids, and comets ⓘ				
6.11(B)* understand that gravity is the force that governs the motion of our solar system				
<b>Space Exploration</b>				
6.11(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel				

  

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
6.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ⓘ 6.3(B) use models to represent the natural world ⓘ 6.3(D) relate the impact of research on scientific thought and society <i>connected 6.2(C), 6.2(D), 6.3(A), 6.3(C)</i>				



## Teacher Learning Report Grade 6 Science

### >> Classifications of Organisms

**6.12 Organisms and environments.** The student knows all organisms are classified into domains and kingdoms. Organisms within these taxonomic groups share similar characteristics that allow them to interact with the living and nonliving parts of their ecosystem.

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

6.2(A) describe, plan, and implement comparative investigations ⓧ  
 6.2(B) design and implement experimental investigations ⓧ  
 6.4(A) collect, record, and analyze information using tools ⓧ  
*connected 6.1(A), 6.1(B), 6.4(B)*

Unit	CHECKPOINT		
	1	2	3

### Content

#### Characteristics and Classification of Organisms

6.12(D)\* identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized kingdoms

6.12(A) understand that all organisms are composed of one or more cells ⓧ

6.12(B) recognize that the presence of a nucleus is a key factor used to determine whether a cell is prokaryotic or eukaryotic ⓧ

6.12(C) recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains ⓧ

Unit	CHECKPOINT		
	1	2	3

#### Interdependence

6.12(E) describe biotic and abiotic parts of an ecosystem in which organisms interact ⓧ

6.12(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem


### Process (Ways to Show)

6.2(E) analyze and formulate explanations, communicate conclusions, and predict trends ⓧ  
 6.3(B) use models to represent the natural world ⓧ  
*connected 6.2(C), 6.2(D), 6.3(A), 6.3(C), 6.3(D)*

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum





## Teacher Learning Report Grade 6 Science

PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
6.1	The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices.	Tools to Know			
6.2	The student uses scientific practices during laboratory and field investigations.				
6.3	The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists.	Ways to Show			
6.4	The student knows how to use a variety of tools and safety equipment to conduct science inquiry.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
6.1(A)	demonstrate safe practices during laboratory and field investigations as outlined in Texas Education Agency-approved safety standards				
6.1(B)	practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials				
6.2(A)	plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology ⑧				
6.2(B)	design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology ⑧				
6.4(A)	use appropriate tools, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, balances, microscopes, thermometers, calculators, computers, timing devices, and other necessary equipment to collect, record, and analyze information ⑧				
6.4(B)	use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
6.2(C)	collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers				
6.2(D)	construct tables and graphs, using repeated trials and means, to organize data and identify patterns				
6.2(E)	analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends ⑧				
6.3(A)	analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student				
6.3(B)	use models to represent aspects of the natural world such as a model of Earth's layers ⑧				
6.3(C)	identify advantages and limitations of models such as size, scale, properties, and materials				



## Teacher Learning Report Grade 6 Science

6.3(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content				
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