

**Teacher Name:** Ann Marie Mantha

**Subject:** Science

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**Grade Level:** Grade 6

**Course Description:**

In Science class, students will learn to propose explanations for or solutions to scientific or technological problems. To make the most of scientific and technological tools, objects, and procedures and to communicate in the languages used in science and technology.

**Course Content:**

Term 1: August 30 <sup>th</sup> – November 4 <sup>th</sup>		20 % of year
Content	Timeline (Dates)	Evaluation Methods
<b>Living Things</b> <ul style="list-style-type: none"> <li>• Reproduction of animals</li> <li>• The stages of growth and development in humans</li> <li>• Identify the main organs of the reproductive systems</li> <li>• Describes the physical changes that takes place during puberty</li> </ul> <p>Identify the difference between photosynthesis and respiration</p>	September - November	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rubrics</li> <li>• Observations</li> <li>• Research</li> </ul> <p>Participation (10%) Assignments (30%) Tests/Quizzes (40%) Projects (20%)</p>
Term 2: November 4 <sup>th</sup> – February 23 <sup>rd</sup>		20 % of year
Content	Timeline (Dates)	Evaluation Methods
<b>Material World</b> <ul style="list-style-type: none"> <li>• Mixtures and solutions (heterogenous mixtures, homogenous mixtures, solubility)</li> <li>• Transformation of energy (difference between transformation and transmission of energy)</li> <li>• Characteristics of motion: Speed, direction, velocity, acceleration</li> <li>• Identifies the mechanical parts (gears, cams, springs)</li> <li>• Use of simple measuring instruments (thermometers, ruler, graduated cylinders,</li> </ul>	November - February	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rubrics</li> <li>• Observations</li> <li>• Research</li> </ul> <p>Participation (10%) Assignments (30%) Tests/Quizzes (40%) Projects (20%)</p>

measuring cups, beakers, scale) Appropriate language communicates and interprets using appropriate type of representations (graphs, tables, diagrams)		
<b>Term 3: February 24<sup>th</sup> – June 22<sup>nd</sup></b>		<b>60 % of year</b>
<b>Content</b>	<b>Timeline (Dates)</b>	<b>Evaluation Methods</b>
<b>Living Things</b> <ul style="list-style-type: none"> <li>• Difference between asexual and sexual reproduction of a plant</li> <li>• The 6 nutrients</li> <li>• Food chain versus Food web</li> </ul>	February - June	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rubrics</li> <li>• Observations</li> <li>• Research</li> </ul> Participation (10%) Assignments (30%) Tests/Quizzes (40%) Projects (20%)
<b>RESOURCES USED:</b>		WQSB teacher Guide, Science – Tech Book, Online resources, etc,

\*Course content & timelines may be adjusted as the year progresses to meet the needs of the students\*

**Communication:**

Students will be provided with a minimum of 4 communications throughout the school year.

- October 15<sup>th</sup> – Progress report
- November 20<sup>th</sup> – 1<sup>st</sup> term report card
- March 15<sup>th</sup> – 2<sup>nd</sup> term report card
  - July 10<sup>th</sup> – Final report card