

Appendix D: Curriculum Alignment with Science Content Standards

Oregon and National Science Content Standards: Grade 6

Curriculum Activities	Oregon Science Content Standards	National Science Content Standards
Week 4: Dr. Pepper and Mentos Demonstration, Magic Candle Demonstration	6.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation.	NS.5-8.1 As a result of activities in grades 5-8, all students should develop: <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry
Week 5: Introduction to Science Inquiry: Cars and Ramps	6.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation. Design and conduct an investigation that uses appropriate tools and techniques to collect relevant data. 6.3S.2 Organize and display relevant data, construct an evidence-based explanation of the results of an investigation, and communicate the conclusions.	NS.5-8.1 As a result of activities in grades 5-8, all students should develop: <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry
Week 6: Writing Procedures	6.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation. Design and conduct an investigation that uses appropriate tools and techniques to collect relevant data.	NS.5-8.1 As a result of activities in grades 5-8, all students should develop: <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry
Week 7: "Comeback Can" Races Week 8: More Group Investigations	6.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation. Design and conduct an investigation that uses appropriate tools and techniques to collect relevant data. 6.3S.3 Explain why if more than one variable changes at the same time in an investigation, the outcome of the investigation may not be clearly attributable to any one variable.	NS.5-8.1 As a result of activities in grades 5-8, all students should develop: <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry
Week 9: Managing Data and Bar Graphs Week 10: Managing Data and Line Graphs	6.3S.1 Design and conduct an investigation that uses appropriate tools and techniques to collect relevant data. 6.3S.2	NS.5-8.1 As a result of activities in grades 5-8, all students should develop: <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific

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<p>Week 11: Investigative Questions</p> <p>Week 12: Brainstorming Topics and Generating Questions</p> <p>Week 13: Polishing Questions</p> <p>Weeks 17 & 18: Investigation Design</p>	<p>6.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation.</p> <p>Design and conduct an investigation that uses appropriate tools and techniques to collect relevant data.</p> <p>6.4D.1 Define a problem that addresses a need and identify science principles that may be related to possible solutions.</p> <p>6.4D.2 Design, construct, and test a possible solution to a defined problem using appropriate tools and materials. Evaluate proposed engineering design solutions to the defined problem.</p>	<p>NS.5-8.1 As a result of activities in grades 5-8, all students should develop:</p> <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry
<p>Week 20: Preliminary Data Collection</p> <p>Week 21: Developing a Data Format and Display</p>	<p>6.3S.2 Organize and display relevant data, construct an evidence-based explanation of the results of an investigation, and communicate the conclusions.</p>	<p>NS.5-8.1 As a result of activities in grades 5-8, all students should develop:</p> <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry
<p>Week 22: Investigations Begin</p>	<p>6.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation.</p> <p>Design and conduct an investigation that uses appropriate tools and techniques to collect relevant data.</p>	<p>NS.5-8.1 As a result of activities in grades 5-8, all students should develop:</p> <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry
<p>Week 24: Transforming Investigations into Displays</p> <p>Week 25: Work on Display Boards</p> <p>Weeks 27 & 28: Work Continues on Investigations and Displays</p>	<p>6.3S.2 Organize and display relevant data, construct an evidence-based explanation of the results of an investigation, and communicate the conclusions.</p>	<p>NS.5-8.1 As a result of activities in grades 5-8, all students should develop:</p> <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry
<p>Week 26: Analyzing Results</p>	<p>6.3S.3 Explain why if more than one variable changes at the same time in an investigation, the outcome of the investigation may not be clearly attributable to any one variable.</p>	<p>NS.5-8.1 As a result of activities in grades 5-8, all students should develop:</p> <ul style="list-style-type: none"> • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry