Unit	Topic(s)	Standard(s)	Concepts
1	**Geography** Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world. Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.	6.LS.1 Cells are the fundamental unit of life. 6.LS.2 All cells come from pre-existing cells. 6.LS.3 Cells carry on specific functions that sustain life. 6.LS.4 Living systems at all levels of organization demonstrate the complementary nature of structure and function.	Cells have particular structures that are related to their functions. These functions are regulated and controlled (e.g., a cell membrane controls what can enter and leave the cell). The organization of living systems includes an explanation of the role of cells, tissues, organs and organ systems that carry out life functions for organisms. Connections are to be made between cellular organelles and processes. These roles include maintaining homeostasis, gas exchange, energy transfers and transformation, transportation of molecules, disposal of wastes and synthesis of new molecules.
2	**History** Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.	6.ESS.1 Minerals have specific, quantifiable properties. 6.ESS.2 Igneous, metamorphic and sedimentary rocks have unique characteristics that can be used for identification and/or classification. 6.ESS.3 Igneous, metamorphic and sedimentary rocks form in different ways. 6.ESS.4 Soil is unconsolidated material that contains nutrient matter and weathered rock. 6.ESS.5 Rocks, mineral and soils have common and practical uses	Most rocks are composed of one or more minerals. Minerals have specific properties that can be used for identification. The properties that can be used for testing minerals include luster, hardness, cleavage, streak, magnetism, fluorescence and/or crystal shape. At this grade level, common minerals (including those on Mohs hardness scale) are used in the identification process. A representative sample of minerals should be used so that different testing methods can be applied and demonstrated. Appropriate tools and safety procedures must be used when testing mineral properties. Technology can provide identification information and research

			materials to assist in mineral investigations.
3	**Government -** Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare. They use knowledge of the rights and responsibilities of citizenship to examine and evaluate civic ideals and to participate in community life and the American democratic system.	6.PS.1 Matter is made up of small particles called atoms. 6.PS.2 Changes of state are explained by a model of matter composed of particles that are in motion. 6.PS.3 There are two categories of energy: kinetic and potential. 6.PS.4 An object's motion can be described by its speed and the direction in which it is moving.	Matter is made of atoms, which are particles that are too small to be seen, even with a light microscope. Matter has properties of mass and volume. Mass measures the amount of matter in an object (e.g., a wood block) or substance (e.g., water), and volume measures the three-dimensional space that matter occupies. Mass can be measured with a balance. The volume of solids can be determined by water displacement or calculated from the dimensions of a regular solid. Equal volumes of different substances usually have different masses. Some materials, like lead or gold, have a lot of mass in a relatively small space. Other materials, like packing peanuts and air, have a small mass in a relatively large amount of space. This concept of comparing substances by the amount of mass the substance has in a given volume is known as density. An element is a chemical substance that cannot be broken down into simpler substances. There are approximately 90 different naturally occurring elements that have been identified. There are additional elements that were made in a laboratory, but these elements are not stable. All atoms of any one element are alike but are different from atoms of other elements. Atoms of elements can join together to form molecules.
4	**Economics** Students use economic reasoning		

	skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.		