

Southfield Public Schools



SIXTH GRADE

English Language Arts Curriculum Handbook

Using the Curriculum Guide

This guide is intended to address the continuum of learning as it develops across the grade levels. As children enter sixth grade, students will continue to build important reading, writing, speaking, and listening skills. Students will build on foundational reading skills, strengthening their ability to read fluently and decode more complex text. They will think, talk, and write about what they read in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In collaborative discussions, students will learn how to build on what others are saying. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

Therefore, this guide is an overview of the various curriculums and methodologies used to meet the Common Core and Michigan State Learning Standards for each grade level and content area.

CURRICULUM

English Language Arts Program

Our English Language Arts department is committed to developing literate students who demonstrate reading, writing, and critical thinking skills necessary to make them successful in today's global society. By engaging with rich and diverse texts across a variety of genres, time periods, perspectives, and cultures, students

will be prepared to navigate complex concepts and acquire the skills necessary for living and learning in the 21st century.

In grade six, students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis.

Activities in these areas will include:

- ★ Providing detailed summaries of texts
- ★ Determining the theme of a text and how it is conveyed
- ★ Describing how a particular story or play unfolds and how characters respond to plot developments
- ★ Using a range of reading strategies to determine the meaning of unknown words as they are used in a text
- ★ Comparing and contrasting various texts, including poems, stories, and historical novels
- ★ Understanding the figurative and connotative (implied) meaning of words and phrases
- ★ Identifying and evaluating specific claims or arguments in a text
- ★ Supporting written claims or arguments with clear reasons and relevant evidence
- ★ Producing clear and coherent writing appropriate to the task, purpose, and audience
- ★ Participating in class discussions about various texts and topics
- ★ Conducting short research projects to answer a question, drawing on several sources
- ★ Evaluating the argument and specific claims in written materials or a speech, and distinguishing claims that are supported by reasons and evidence from claims that are not.
- ★ Presenting claims and findings to an audience orally, sequencing ideas logically, and highlighting main ideas or themes.

- ★ Writing arguments that provide clear reasons and relevant evidence, using credible sources.
- ★ Participating in class conversations to understand others, build vocabulary, and communicate thoughts and needs.
- ★ Determining the correct meaning of a word based on the context.

READING

Sixth grade students will experience a balance of literature and informational texts designed to create opportunities for learners to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers will take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. These instructional events are referred to as 'reading or literacy experiences' because the focus is on using texts, printed and visual, to develop readers' concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text.

WRITING

Sixth grade students will understand how to write arguments that accurately support a given claim with relevant evidence and valid reasoning. At this level, students are learning to examine information in order to be able to construct logical arguments using an authoritative, formal "voice". Students will learn how to understand, organize, and convey complex information in a written composition. To do this work, students need to first acquire a deep and thorough understanding of the material they select and decide on the strongest strategies that clearly and accurately present the information.

Writing tasks in grade six may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade level

Grade Five Writing	Grade Six Writing	Grade Seven Writing
<ul style="list-style-type: none"> • Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section related to the information or explanation presented. • Students group related information logically. • Students link ideas within and across categories of information using words, phrases, and clauses such as in contrast or especially. • Students use precise language and subject-specific vocabulary. 	<p>Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.</p> <p>Students provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/ effect.</p> <p>Students use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Students use precise language and subject-specific vocabulary.</p>	<p>Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.</p> <p>Students provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/ effect.</p> <p>Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Students use precise language and subject-specific vocabulary to inform or explain the topic.</p>

Instructional Resources (Include But Not Limited To)

- ★ McGraw Hill StudySync
- ★ Scribe
- ★ Newsela
- ★ i-Ready
- ★ Atlas Rubicon

- ★ Learning Ally
- ★ A variety of novels, short stories, and texts

McGraw-Hill's *StudySync* is a complete rigorous ELA curricular resource designed to meet the needs of every learner. *StudySync* uses a variety of texts to build language and comprehension skills through reading, writing and research. The *StudySync* curriculum includes:

- ★ Integrated reading and writing
- ★ Embedded skills lessons focusing on comprehension, reading, writing, and research
- ★ Lessons that emphasize explicit vocabulary instruction, language acquisition, and reading comprehension
- ★ Extended writing instruction through a combination of writing process and skill lessons, guide students through the stages of planning, drafting, revising, editing, and publishing.
- ★ Self, peer, and teacher evaluations are embedded in every unit lesson

Every student using *StudySync* has the same opportunity and access regardless of native language, proficiency level, or physical, social, and emotional ability.

EL Resources English Language Learner Resources are designed to match the thematic focus, text structure, and writing form of the unit.

CURRICULUM

Social Studies

World Geography

Our Social Studies department is committed to promoting civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. By making civic competence a central aim, Southfield Public Schools emphasize the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

In grade six, students will encounter a geography-based course that introduces students to the physical and human geography of the world. Students study the development of world civilizations in the Eastern Hemisphere, beginning with Early Humankind and the Neolithic Revolution through the development of the first major civilizations. All units include an examination of the impact of economics, politics, and social history on the developing world. The five themes of geography (location, movement, region, place, and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of these civilizations. Students will learn about related careers in history/social science. Students will investigate how local, national, and international governmental and non-governmental organizations respond to contemporary issues. The different regions of the world will be used to illuminate examples of how these global issues or problems affect people in places around the world. They will deepen their understanding of the disciplines of history, geography, economics and

political science. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

C3 Framework Organization			
Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND:

Spatial reasoning involves the following: looking at patterns; analyzing connections between places; understanding how the conditions at one place can be similar or very different from another; trying to understand how location is important; and seeing why some characteristics tend to occur together in places. Geographers also look at the world with an ecological perspective. Students will learn about the relationships within ecosystems and the role humans have in using, modifying, and adapting to different environments from a local to global scale.

PLACES AND REGIONS: Describe the cultural groups and diversities among people who are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

PHYSICAL SYSTEMS: Describe the physical processes that shape the Earth's surface that, along with plants and animals, are the basis for both sustaining and

modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

HUMAN SYSTEMS: Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

ENVIRONMENT AND SOCIETY: Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use the Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

GLOBAL ISSUES: A global issue is one that has an impact affecting many regions of the world. Students will research a global issue and develop an action plan to address or inform others about the issue, at local to global scales.

PURPOSES OF GOVERNMENT: Analyze how people identify, organize, and accomplish the purposes of government.

STRUCTURE AND FUNCTIONS OF GOVERNMENT: Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

RELATIONSHIP OF UNITED STATES TO OTHER GOVERNMENTS, WORLD ISSUES, AND WORLD GOVERNING ORGANIZATIONS: Explain ways in which governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force, and the threat of force.

THE MARKET ECONOMY: Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

THE NATIONAL ECONOMY: Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

INTERNATIONAL ECONOMY: Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION: Identify and analyze global issues and develop persuasive communication about a global issue.

CURRICULUM

Math

Sixth Grade Overview

In sixth grade, students continue work with number concepts that began in earlier grades. They use their previous knowledge of factors and multiples to solve problems involving greatest common factor and least common multiple. Factors and multiples also serve as the basis for work with ratio concepts as students develop an understanding of ratios and use ratio reasoning to solve problems. Students have opportunities to compare rate and ratio reasoning to operations with fractions. They work simultaneously with all operations involving fractions building fluency with operations they have experienced in earlier grades and extend their work with division of fractions. Students are introduced to positive and negative rational numbers, percents, and operations with decimals. These concepts are extended to include algebraic expressions and solving one variable equations and inequalities. Students increase their abilities of representing and analyzing data as they learn mathematics to describe average and variance from the average. Students also have opportunities to make connections between algebraic reasoning and geometry as they solve real-world and mathematical problems involving area (now including triangles, special quadrilaterals, and shapes that can be broken down into triangles and rectangles) surface area, and volume.

District Math Resources

- Mathematics Curriculum tool 6-8: [enVision Mathematics 6-8](#)
- Intervention Support: [IXL Mathematics Learning](#)
- Supplemental Resource [Brainpop](#)



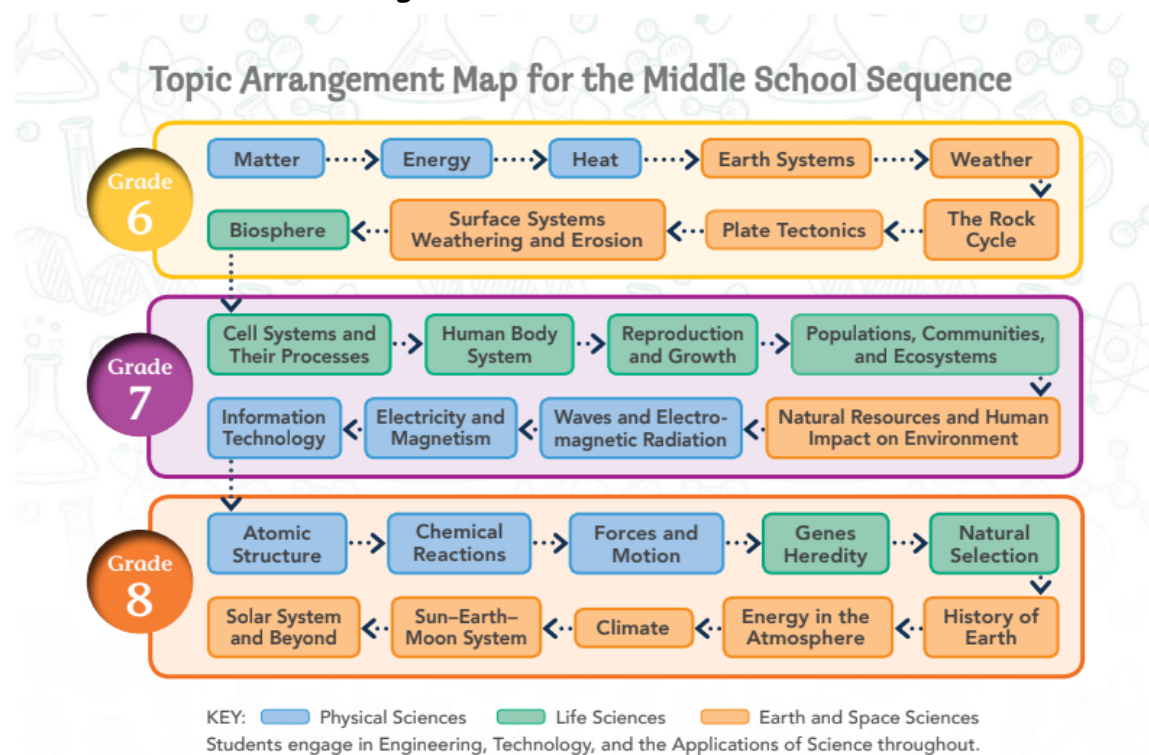
	Months	Topic
Quarter 1	September - October	1. Use Positive Rational Numbers 2. Integers and Rational Numbers
Quarter 2	November -January	3. Numeric and Algebraic Expressions 4. Represent and Solve Equations and Inequalities
Quarter 3	January -March	5. Understand and use Ratio and Rate 6. Understand and Use Percent
Quarter 4	April - June	7. Solve Area, Surface Area and Volume Problems 8. Display, Describe, and Summarize Data

CURRICULUM

Science

Science Program Overview 6-8

Middle Grade Science comprises three units of Science Learning: Physical Sciences, Life Sciences, Earth and Space Sciences. Below is the suggested flow of lessons to create a learning path to engage our Middle School learners in 3 Dimensional science learning to facilitate connections and build a cohesive understanding of science over time.



Adopted from Elevate Science Modules Topic Sequence

District Resource 6-8

- Curriculum tool: Elevate Science Modules with labs by Savvas
- Supplemental Resource: BrainPOP

Physical Sciences Module

Elevate Science Modules & Topics	NGSS Middle Grades 6-8 Performance Expectations
Module: Structure and Properties of Matter	
Topic 1: Introduction to Matter	(MS-PS1-1) Develop models to describe the atomic composition of simple molecules and extended structures. (MS-PS1-2) Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred
Topic 2: Solids, Liquids, and Gases	(MS-PS1-4) Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
Module: Energy Transfer	
Topic 1: Energy	(MS-PS3-1) Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. (MS-PS3-2) Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. (MS-PS3-5) Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
Topic 2: Thermal Energy	(MS-PS3-3) Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. (MS-PS3-4) Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (MS-PS3-5) Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
Module: Atoms and Chemical Reactions	
Topic 1: Atoms and the Periodic Table	(MS-PS1-1) Develop models to describe the atomic composition of simple molecules and extended structures.

<p>Topic 2: Chemical Reactions</p>	<p>(MS-PS1-2) Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p>(MS-PS1-3) Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>(MS-PS1-5) Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p>(MS-PS1-6) Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.</p>
<p>Module: Forces</p>	
<p>Topic 1: Forces and Motion</p>	<p>(MS-PS2-1) Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.</p> <p>(MS-PS2-2) Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.</p> <p>(MS-PS2-4) Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.</p> <p>(MS-PS3-2) Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.</p>
<p>Topic 2: Electricity and Magnetism</p>	<p>(MS-PS2-3) Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.</p> <p>(MS-PS2-5) Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.</p> <p>(MS-PS3-2) Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.</p>
<p>Module: Waves and Information Technologies</p>	
<p>Topic 1: Waves and Electromagnetic Radiation</p>	<p>(MS-PS4-1) Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.</p> <p>(MS-PS4-2) Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p>
<p>Topic 2: Information</p>	<p>(MS-PS4-3) Integrate qualitative scientific and technical information to</p>

Technologies	support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.
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Life Sciences Module

Elevate Science Modules & Topics	NGSS Middle Grades 6-8 Performance Expectations
Module: Structure and Properties of Matter	
Topic 1: Living Things in the Biosphere	(MS-LS1-1) Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
Topic 2: The Cell System	(MS-LS1-1) Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells. (MS-LS1-2) Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS1-3) Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Topic 3: Human Body Systems	<p>(MS-LS1-3) Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>(MS-LS1-8) Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories</p>
Topic 4: Reproduction and Growth	<p>(MS-LS1-4) Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p> <p>(MS-LS1-5) Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p>(MS-LS3-2) Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation</p>
Module: Relationships Within Ecosystems	
Topic 1: Cell Processes	<p>(MS-LS1-6) Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p> <p>(MS-LS1-7) Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p>
Topic 2: Ecosystems	<p>(MS-LS2-1) Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>(MS-LS2-3) Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p>
Topic 3: Populations, Communities, and Ecosystems	<p>(MS-LS2-1) Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>(MS-LS2-2) Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p>(MS-LS2-4) Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect</p>

	<p>populations. (MS-LS2-5) Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>
Module: Diversity of Life	
<p>Topic 1: <i>Genes and Heredity</i></p>	<p>(MS-LS3-1) Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. (MS-LS3-2) Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (MS-LS4-5) Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p>
<p>Topic 2: <i>Natural Selection and Change Over Time</i></p>	<p>(MS-LS4-1) Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. (MS-LS4-2) Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. (MS-LS4-3) Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. (MS-LS4-4) Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. (MS-LS4-5) Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. (MS-LS4-6) Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</p>

Earth and Spaces Sciences

Elevate Science Modules & Topics	NGSS Middle Grades 6-8 Performance Expectations
Module: Cycles Influencing Weather and Climate	
Topic 1: Weather in the Atmosphere	<p>(MS-ESS2-4) Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>(MS-ESS2-5) Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.</p> <p>(MS-ESS2-6) Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>(MS-ESS3-2) Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p>
Topic 2: Energy in the Atmosphere and Ocean	(MS-ESS2-6) Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
Topic 3: Climate	(MS-ESS2-6) Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determines regional climates. (MS-ESS3-5) Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
Module: Earth Systems	
Topic 1: Introduction to Earth's Systems	(MS-ESS2-1) Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process..
Topic 2: Minerals and Rocks in the Geosphere	(MS-ESS2-1) Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
Topic 3: Plate Tectonics	<p>(MS-ESS2-2) Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p>(MS-ESS2-3) Analyze and interpret data on the distribution of fossils and</p>

	<p>rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p>(MS-ESS3-2) Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p>
Topic 4: History of Earth	(MS-ESS1-4) Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
Module: Changing Earth and Human Activity	
Topic 1: Earth's Surface Systems	<p>(MS-ESS2-3) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p>(MS-ESS2-3) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p>
Topic 2: Distribution of Natural Resources	(MS-ESS3-1) Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
Topic 3: Human Impacts on the Environment	<p>(MS-ESS3-3) Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>(MS-ESS3-4) Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p>
Module: Earth's Place in the Universe	
Topic 1: Earth-Sun-Moon System	(MS-ESS1-1) Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
Topic 2: Solar System and the Universe	<p>(MS-ESS1-2) Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</p> <p>(MS-ESS1-3) Analyze and interpret data to determine scale properties of objects in the solar system.</p>

