Science 6 Garcia Unit 1: Scientific Methods	Math 6 DeLuigi Unit 1: Reasoning and Problem Solving	

Essential Question: Am I Healthy?

Objective: Students will record self data on sleep, food intake, and exercise to identify a potential deficit in one area of health. Students will then develop a plan and routine to improve their health.

GRASP: Students will create a mini poster (non-tech) to display the results of their data collection and interpret the results to develop a plan of change in their health. This will be viewed by teachers, parents, dorm staff, and anyone else who can assist with the change of personal habits.

After Submission: Students will self reflect on the process of collecting data and how their data compares to government health recommendations. Students will publish their written reflections on e-portfolio.

Dates:
Sept 19/20: Project Assigned, Begin Recording Data
Sept 27/28: Data collection completion, Rough Data tables due in Science Class
Sept 29/30: Mini Poster creation and completion with Math in Study Hall C
Oct 3/4: Reflections completed, upload to e-portfolio

Science

	Exceeding	Meeting	Approaching	Beginning
Accurately **collect data** through the selection and use of tools and techniques appropriate to the investigation.		Complete collection of data of sleep, food intake and exercise for the week with no or few errors.	Partial collection of data of sleep, food intake and exercise for the week with some error.	Incomplete collection of data of sleep, food intake and exercise for the week with missing data or large errors that affect the project.
Communicate procedures, data, and explanations to a variety of audiences.		Complete communication of data, health deficit and plan to improve self using the poster with no or few errors.	Partial communication of data, health deficit and plan to improve self using the poster with some errors but meaning is clear.	Incomplete communication of data, health deficit and plan to improve self using the poster with missing parts or large errors that affect understanding.
Construct (make) a reasonable explanation by analyzing evidence from the data.		Creation of an explanation for their results using observations and evidence from the data with no or few errors.	Partial explanation for their results using observations and evidence from the data with some errors but meaning is clear.	Incomplete explanation for their results using observations and evidence from the data with missing parts or large errors that affect understanding.

Math

	Exceeding	Meeting	Approaching	Beginning
Math.Grade 6.2.0.B Recognize and apply deductive and inductive reasoning		Apply and explain (through using and identifying) deductive and inductive reasoning	Identify inductive and deductive reasoning	Unable to identify deductive and inductive reasoning
Math.Grade 6.1.0.D Problem Solving Plan: Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem		Complete all THREE: Determine an efficient strategy, Interpret and verify results (conclusion), Evaluate accuracy of results (conclusions)	Complete TWO out of the 3: Determine an efficient strategy, Interpret and verify results (conclusion), Evaluate accuracy of results (conclusions)	Complete ONE out of the 3: Determine an efficient strategy, Interpret and verify results (conclusion), Evaluate accuracy of results (conclusions)
Math.Grade 6.3.0.E Use appropriate representations, symbols, and informal and formal mathematical language to communicate mathematical thinking coherently and clearly.		Communicate mathematical thinking through use of all of the following: appropriate representations, symbols, and informal and formal mathematical language	Communicate mathematical thinking through use of some of the following: appropriate representations, symbols, and informal and formal mathematical language	Communication is unclear or incomplete. Communicate mathematical thinking using some of the following: appropriate representations, symbols, and informal and formal mathematical language