

<b>Student Name</b>	
<b>Textbook(s) used at ADLC</b>	<i>Distance Education Grade 6 Science Modules 5-9</i>
<b>Textbook(s) used by student</b>	
<b>School where student completed work</b>	
<b>Teacher Name</b>	
<b>Teacher Contact Information</b>	
Please email completed checklist to the assigned ADLC teacher (this information is available in SIS).	

Unit	Description	Completed <input type="checkbox"/>	Mark	Exemption Issued (ADLC use only)
1	<b>Sky Science</b> <ul style="list-style-type: none"> <li>Recognize the Sun and stars emit light; other planets and moon reflect light</li> <li>Describe the movement of constellations</li> <li>Explain how sky movement is related to Earth's rotation</li> <li>Construct a sundial or shadow stick</li> <li>Describe how the Sun's angle affects seasonal changes</li> <li>Recognize the Moon's phases</li> <li>Recognize similarities, differences, and characteristics of moons.</li> <li>Recognize eight planets and characteristics</li> <li>Identify telescopes</li> <li>Identify solar system, galaxy, universe</li> </ul>			
2	<b>Air, Aerodynamics and Flight</b> <ul style="list-style-type: none"> <li>Provide evidence of the characteristics of air: takes space, exerts pressure, is fluid, capable of being compressed</li> <li>Identify and explain Bernoulli's principle</li> <li>Identify adaptations that enable birds and insects to fly</li> <li>Describe propulsion</li> <li>Recognize terms such as streamlining, drag, lift, gravity</li> </ul>			

	<ul style="list-style-type: none"> <li>• Recognize the components of air (gases)</li> <li>• Design a parachute</li> <li>• Design a glider</li> <li>• Stabilize a glider</li> <li>• Identify wing, fuselage, vertical, horizontal stabilizers, elevators, ailerons, rudder</li> <li>• Construct propellers</li> <li>• Construct a model rocket</li> <li>• Follow the steps of the scientific method to solve a problem <ul style="list-style-type: none"> <li>○ Identify a problem</li> <li>○ Ask a question</li> <li>○ Control variables</li> <li>○ State a prediction or hypothesis</li> <li>○ Research</li> <li>○ Record observations and measurements accurately</li> <li>○ State an inference</li> <li>○ Develop criteria to evaluate the procedure followed</li> <li>○ Identify new questions that arise</li> <li>○ Identify positive and negative impacts</li> </ul> </li> </ul>			
3	<p><b>Evidence and Investigation</b></p> <ul style="list-style-type: none"> <li>• Recognize evidence of human and animal activity</li> <li>• View footprints and infer direction and speed of travel</li> <li>• Make inferences</li> <li>• Link evidence to source</li> </ul>			
4	<p><b>Trees and Forests</b></p> <ul style="list-style-type: none"> <li>• Identify value of forests</li> <li>• Describe ecology of a forest</li> <li>• Describe the nutrient and oxygen cycles of trees</li> <li>• Differentiate between deciduous and coniferous trees</li> <li>• Identify four trees found in a local environment</li> <li>• Classify leaf shapes, leaf arrangements, branching patterns</li> <li>• Interpret growth rings, colouration, scars, texture etc.</li> <li>• Compare modern and historical use of forests</li> <li>• Identify issues related to forests and perspectives on human interactions with forests</li> </ul>			

**Comments**

**Teacher's Signature** \_\_\_\_\_