

# 6<sup>th</sup> Grade Circulatory and Cardiovascular Systems Unit Components

## Essential Question

How do the organ systems work separately and together to maintain homeostasis?

## Central Texts

- “The Wonders of Blood” (New York Times, 2008)
- “Mind and Body” (Centers for Disease Control)
- “How Your Heart and Circulatory System Work (Kidshealth.org, 2013)
- “What is Homeostasis?” (Kelvin Rodolfo, 2000)

## Culminating Task

Students write an informative essay in response the unit’s essential question (“how do the organ systems work separately and together to maintain homeostasis?”), citing evidence from lab reports generated from classroom experiments, and texts explored throughout the unit.

## Primary Standards Addressed in Unit

### *Common Core Standards for Literacy in Social Studies, Science, and Technical Subjects*

- **WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- **RST.6-8.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- **RST.6-8.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

### *Science Content Standards*

- **1.2f** The circulatory system moves substances to and from cells, where they are needed or produced, responding to changing demands.
- **S1.2a** Independently formulate a hypothesis
- **S2.1b** Conduct an experiment designed by others.
- **S3.1a** Organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships
- **S3.2c** Evaluate the original hypothesis in light of the data
- **S3.2d** Formulate and defend explanations and conclusions as they relate to scientific phenomena
- **S3.2e** Form and defend a logical argument about cause-and-effect relationships in an investigation