

Regional Center VI Grade 6 Science Focus Calendar

First Nine Weeks

Week 1: 08/18/08 – 08/22/08

Text/Alignment	Content Cluster & Focus Benchmark	Ongoing Benchmark	CRISS Strategy/Activity	Vocabulary	Math	Home Learning	Supplemental Materials
Glencoe Florida Science Grade 6 Chapter 1 TB: pg. 6-13 WB: Chapter 1 Sect. 1 pg. 1-7 Sciencesaurus Pg. 3-19	The Nature of Science. SC.H.1.3.1 (AA) The student knows that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way. SC.H.1.3.4 (AA) The student knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society. SC.H.1.3.5 (AA) The student knows that a change in one or more variables may alter the outcome of an investigation.	- SC.H.1.3.1 - SC.H.1.3.4 - SC.H.1.3.5 <u>Lesson Development</u> Have Students: - Review vocabulary for this unit. - Apply the scientific method to problem solving, - Demonstrate how to measure using scientific units. -Review format for writing about Current Events.	- Bell Ringer (FCAT Transparencies) Aligned with Benchmarks - Foldable - Two-column notes - Model of sample science board - Chalk Talk - Super Scientist Project Writing - 7 Steps for writing conclusions. PW - Reflective Writing on Science Journal - Write what does "Science" mean to them.	- Scientific Method - Variable - Independent Variable - Dependent Variable - Experiment - Hypothesis - Conclusion	Reference Sheets - Metric Conversion - Data table/charts - Graphs - FCAT Science Reference Sheet - Math Reference Sheet MA.E. 1.3.1,2 MA.A.5.3.1 MA.A.4.3.1 MA.A.1.3.2,4 MA.A.3.3.2,3 MA.E.2.3.1	Have Students - Bring a science related article (to be processed in class) - Review Vocabulary - Bring in class materials	Activities in Packet: "Scientific Method: Puzzle" M-DCPS Division of Science Education Where's My Peanut?" AskERIC Lesson Plan #AELP-SPS0011, Vicki Vrooman www.sciencespot.net Gizmos www.explorelarning.com Competitions: Fairchild Gardens challenge SECME Science Bowl Activities/Labs: http://ideaplace.org/Chemistry/ChemLabs/Balance.html http://sciencespot.net/Pages/classmetric.html#Anchor-Mass-47857 http://sciencespot.net/Media/masslab.pdf http://sciencespot.net/Media/mvscanister.pdf http://www.teachervision.fen.com/tv/printables/SISA00141_3.pdf Essential labs: ~Tasty Bubble Gum (EL p.13) ~Pop! Goes the Bubble (EL p.16) Famous Scientist Wanted Poster Project http://www.geocities.com/damselflywings/wanted.htm Field Trips Related to Benchmarks: - Museum of Science - Homestead Power Plant - Metro Dade Solid Waste
			Lab Activities / Differentiated Instructional	ESOL Strategies		Assessment	
			Lab activities: - Mass, Volume & Density (GSAP) - Make a poster for the 7 steps to writing a conclusion.	- Read aloud Current Events - Process Writing - Modeling - Cooperative Learning - Problem Solving		- Vocabulary Quiz - Fill in a model of science board - Chapter Quiz - Chapter Test - Oral Quiz	

Legend: GSAP=Grade 7 Activities Packet Science Reference CD 6-8

PW =Power Writing

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Week 2: 08/25/08 – 08/29/08

Text/Alignment	Content Cluster & Focus Benchmark	Ongoing Benchmark	CRISS Strategy/Activity	Vocabulary	Math	Home Learning	Supplemental Materials
Glencoe Florida Science Grade 6 TB: Chapter 14: Measurement pg. 412-441 WB: Chapter 14 pg. 223-242	States of Matter SC.A.1.3.1 (AA) The student knows that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.	- SC.H.1.3.1 - SC.H.1.3.4 - SC.H.1.3.5 <u>Lesson Development</u> - Review vocabulary for this unit. • Distinguish between qualitative and quantitative description of matter. • Identify the SI units of length, volume, temperature and time. • Recognize and utilize tools used to measure each property of matter. • Describe how to use tables and graphs to give information. • Identify and use three types of graphs and be able to distinguish how to correctly use each. • Identify and use three types of graphs and be able to distinguish how to correctly use each	- Bell Ringer (FCAT Transparencies) Aligned with Benchmarks - Foldable - Two-column notes - Model of sample science board - Snowballing - WS on SI units - Draw pictures of various measuring tools used in a lab <u>Writing</u> - 7 Steps for writing conclusions. PW - Reflective Writing on Science Journal - Lab Reports using Steps of Scientific Method	- Volume - Mass - SI Units - Density - Physical Change - Heat - Chemical Change	MA.E. 1.3.1,2 MA.A.5.3.1 MA.A.4.3.1 MA.A.1.3.2,4 MA.A.3.3.2,3 MA.E.2.3.1	Have Students - Bring a science related article (to be processed in class) - Review Vocabulary - Lab Safety Rules (signed by parent) - Practice WS on SI units/conversion	Competitions: SECME http://www.dade.k12.fl.us/USI/secme.html Fairchild Tropical Challenge http://www.fairchildgarden.org Activities in Packet: “Modules: Measurement” http://www.iit.edu/~smilech8801.html Mass: http://sciencespot.net/Media/myscanister.pdf http://www.edhelper.com/metric_system.htm Volume: http://sciencespot.net/Media/volumelab.pdf Density: http://www.middleschoolscience.com/dietcoke.htm Length: http://www.middleschoolscience.com/smile.htm “Mass, Volume, Density” <i>See GSAP</i> “Qualitative and Quantitative -See GSAP” “Cool Down It’s Just Water” <i>See GSAP</i> Review: http://sciencespot.net/Media/metricchall.pdf Gizmos www.explorelearning.com http://www.explorelearning.com/index.cfm?method=cResource.dspDetail&ResourceID=362 Literature Connection: “Archimedes and the King’s Crown” <i>See GSAP</i>
			Lab Activities / Diff. Instruction	ESOL Strategies	Assessment		
			- Mass, Volume & Density (GSAP) - Measurement Qualitative & Quantitative (GSAP)	- Read aloud Current Events - Process Writing - Modeling - Cooperative Learning - Problem Solving	- Vocabulary Quiz - Fill in a model of science board - Chapter Quiz - Chapter Test - Oral Quiz		

Brain Pop:
<http://www.brainpop.com/science/scientificinquiry/measuringmatter/>
<http://www.brainpop.com/science/matter/propertychanges/>
<http://www.brainpop.com/science/matter/massvolumeanddensity/>

Essential Labs:
 ✓ **Colorful Chemistry** (EL p.18)
 ✓ **Melting Parts** (EL p. 20)
 ✓ **Density Driven Fluid Flow** (EL p.23)
 ✓ **Mass, Volume, Density** (EL p.26)

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Week 3: 08/02/08 – 08/05/08

Text/Alignment	Content Cluster & Focus Benchmark	Ongoing Benchmark	CRISS Strategy/Activity	Vocabulary	Math	Home Learning	Supplemental Materials		
Glencoe Florida Science Grade 6 TB: Chapter 15: Understanding Matter pg. 442-469 WB: Chapter 15 pg. 243-258	States of Matter SC.A.1.3.3 (CS) – The student knows that temperature measures the average energy of motion of the particles that make up the substance. SC.A.1.3.5 (CS) – The student knows the difference between a physical change in a substance (i.e., altering the shape, form, volume, or density) and a chemical change (i.e., producing new substances with different characteristics)	- SC.H.1.3.1 - SC.H.1.3.4 - SC.H.1.3.5 <u>Lesson Development</u> • Identify physical properties of matter. • Explain why materials with different masses have different densities. • Observe water displacement to determine volume. • Calculate density. • Use density to predict whether objects will sink or float. • Describe the states of matter. • Determine how temperature changes affect substances. • Classify matter using properties. • Describe the Law of Conservation of Mass	- Bell Ringer (FCAT Transparencies) Aligned with Benchmarks - Foldable - Two-column notes - Model of sample science board - Brainstorming	- Volume - Mass - SI Units - Density - Physical Change - Heat - Chemical Change	MA.E. 1.3.1,2 MA.A.5.3.1 MA.A.4.3.1 MA.A.1.3.2,4 MA.A.3.3.2,3 MA.E.2.3.1	Have Students - Bring a science related article (to be processed in class) - Review Vocabulary - Lab Safety Rules (signed by parent) - Practice WS on SI nits/conversion - Chapter Review Pgs 466-469 Questions 1-13 - FCAT Practice Pgs. 468 - 469	Competitions: SECME http://www.dade.k12.fl.us/USI/secme.html Fairchild Tropical Challenge http://www.fairchildgarden.org Gizmos www.explorelearning.com Activities in Packet: www.sciencespot.net <i>GSAP:</i> • Disbursement of Particles: • Diffusion and Osmosis” • “Displacement of Fluids” • “Burning vs. Heating” • “Hero’s Engine” • “States of Matter” • ”Solid, Liquid, and Gases”		
			Lab Activities / Diff. Instruction	ESOL Strategies		- Dispersement of Particles: Diffusion and Osmosis” - “Displacement of Fluids” - “Burning vs. Heating” - “Hero’s Engine” - “States of Matter” - ”Solid, Liquid, and Gases” - Mini Lab: Observing Yeast (TB-pg.458)		- Read aloud Current Events - Process Writing - Modeling - Cooperative Learning - Problem Solving	Assessment
			<i>NOTE: See GSAP for Activities</i>	- Vocabulary Quiz - Fill in a model of science board - Chapter Quiz - Chapter Test - Oral Quiz		Different Changes (TB pg. 461) Liquid Layers (TB pg.468)			

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Week 4: 08/08/08 – 08/12/08

Text/Alignment	Content Cluster & Focus Benchmark	Ongoing Benchmark	CRISS Strategy/Activity	Vocabulary	Math	Home Learning	Supplemental Materials		
Glencoe Florida Science Grade 6 Chapter 16 TB: pg. 471- 499 WB: pg. 293-308 Sciencesaurus Pg. 299-321	<p style="text-align: center;">The Nature of Matter/Energy</p> <p>SC.B.2.3.1 (AA) – The student knows that most events in the universe (weather changes, moving cars, and the transfer of a nervous impulse in the human body) involve some form of energy transfer and that these changes almost always increase the total disorder of the system and it’s surrounding, reducing the amount of useful energy.</p> <p>SC.B.1.3.1 (AA) – The student identifies forms of energy and explains that they can be measured and compared.</p>	<p>- SC.H.1.3.1 - SC.H.1.3.4 - SC.H.1.3.5</p> <p>Lesson Development Have Students:</p> <ul style="list-style-type: none"> • Identify what makes up matter and describe its characteristics. • Identify parts of an atom and compare models used. • Describe the relationship between elements in the Periodic Table. • Explain the meaning of atomic mass and atomic number. • Contrast metals, metalloids and nonmetals. • Identify the characteristics of a compound. • Compare and contrast different types of mixtures. 	<p>- Bell Ringer (FCAT Transparencies) Aligned with Benchmarks</p> <p>- Foldable</p> <p>- Two-column notes</p> <p>- Model of sample science board</p> <p>- Chalk Talk</p> <p>- Round</p>	<p>- Matter</p> <p>- Atom</p> <p>- Electron</p> <p>- Nucleus</p> <p>- Protons</p> <p>- Neutrons</p> <p>- Element</p>	<p>MA.E. 1.3.1,2 MA.A.5.3.1 MA.A.4.3.1 MA.A.1.3.2,4 MA.A.3.3.2,3 MA.E.2.3.1</p>	<p>Have Students</p> <ul style="list-style-type: none"> - Current Event - Write a 1 paragraph summary on Current Events - Review Vocabulary - Make a model of an atom. - Chapter Review Pgs 496-497 Questions 1-13 - FCAT Practice Pgs. 498 - 499 	<p>Competitions:</p> <p>SECME http://www.dade.k12.fl.us/USI/secme.html Fairchild Tropical Challenge http://www.fairchildgarden.org</p> <p>Activities in Packet:</p> <p>www.sciencespot.net</p> <p>Gizmos www.explorelearning.com</p> <p>Colorful Chemistry Curriculum and Instruction (Science) Minimum Required Lab Activities pg. 18-19</p> <p>Comparing Compounds TB: pg. 488</p> <p>Mystery Mixture TB: pg. 492</p> <p>ESSENTIAL LABS ✓ The Many Forms of Energy (EL p.53)</p>		
			Lab Activities / Diff. Instruction	ESOL Strategies		<p>- Colorful Chemistry</p> <p>- Comparing Compounds TB</p> <p>- Mystery Mixture TB</p>		<p>- Read aloud Current Events</p> <p>- Process Writing</p> <p>- Modeling</p> <p>- Cooperative Learning</p> <p>- Problem Solving</p>	Assessment
									<ul style="list-style-type: none"> - Vocabulary Quiz - Fill in a model of science board - Chapter Quiz - Chapter Test - Oral Quiz

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Week 5: 08/15/08 – 08/19/08

Text/Alignment	Content Cluster & Focus Benchmark	Ongoing Benchmark	CRISS Strategy/Activity	Vocabulary	Math	Home Learning	Supplemental Materials
<p>Glencoe Florida Science Grade 6</p> <p>Chapter 18 TB: pg. 533-543 Sect. 1 & 2 WB: pg. 293-300</p> <p>Sciencesaurus Pg. 299-321</p>	<p>The Nature of Energy</p> <p>SC.B.1.3.1 (AA) – The student identifies forms of energy and explains that they can be measured and compared.</p> <p>SC.B.1.3.4 (CS) – The student knows that energy conversions are never 100% efficient (i.e., some energy is transformed to heat and is unavailable for further useful work).</p> <p>SC.B.1.3.5 (CS) – The student knows</p>	<p>- SC.H.1.3.1 - SC.H.1.3.4 - SC.H.1.3.5</p> <p>Lesson Development Have Students:</p> <ul style="list-style-type: none"> • Explain what energy is. • Describe the forms of energy and describe the use of energy. • Compare and contrast kinetic and potential energy. • Discuss the energy transformation from kinetic to potential 	<p>- Bell Ringer (FCAT Transparencies)Aligned with Benchmarks</p> <ul style="list-style-type: none"> - Foldable - Two-column notes - Model of sample science board - Concept Mapping - Flip Book (WB: Pg.297B <p>Writing</p> <ul style="list-style-type: none"> - 7 Steps for writing conclusions. PW - Reflective Writing on Science Journal - Weekly Full Lab Report <p>Lab Activities / Diff. Instruction</p>	<p>- Energy Transfer</p> <p>- Energy</p> <p>- Kinetic Energy</p> <p>- Potential Energy</p> <p>- Thermal Energy</p> <p>- Energy</p> <p>- Calorie</p> <p>- The Law of Conservation of Energy</p>	<p>MA.E. 1.3.1,2 MA.A.5.3.1 MA.A.4.3.1 MA.A.1.3.2,4 MA.A.3.3.2,3 MA.E.2.3.1</p>	<p>Have Students</p> <ul style="list-style-type: none"> - Find Science Article - Write a 1 paragraph summary on Current Events - Review Vocabulary - Chapter Review Pgs 556-557 <p>Assessment</p>	<p>Competitions:</p> <p>SECME http://www.dade.k12.fl.us/USI/secme.html</p> <p>Fairchild Tropical Challenge http://www.fairchildgarden.org</p> <p>Activities in Packet: GSAP “Give Me Energy” “Energy Resources Table,” “Dissection of a Lunchable,” “The Many Forms of Energy,” www.sciencespot.net</p> <p>Gizmos www.explorelearning.com http://www.explorelearning.com/index.cfm?method=cResource.dspView&ResourceID=399 http://www.explorelearning.com/index.cfm?method=cResource.dspView&ResourceID=587</p> <p>Many Forms of Energy Curriculum and Instruction (Science) Minimum Required Lab Activities pg. 53</p> <p>Brain Pop: http://www.brainpop.com/science/energy/potentialenergy/</p>

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	<p>the process by which thermal energy tends to flow from a system of higher temperature to a system of lower Temperature.</p>	<p>and vice versa.</p> <ul style="list-style-type: none"> • Distinguish between temperature, heat and thermal energy. • Explain how thermal energy moves. 	<ul style="list-style-type: none"> - Many Forms of Energy - Give Me Energy - Energy Resources Table - Dissection of a Lunchable <p><i>NOTE: See GSAP for above</i></p> <ul style="list-style-type: none"> - Energy Conversions (TB: pg. 543) 	<ul style="list-style-type: none"> - Read aloud Current Events - Process Writing - Modeling - Cooperative Learning - Problem Solving 		<ul style="list-style-type: none"> - Vocabulary Quiz - Fill in a model of science board - Chapter Quiz - Chapter Test - Oral Quiz 	<p>http://www.brainpop.com/science/energy/kineticenergy/</p> <p>PE/KE lab: http://www.iit.edu/~smile/ph9407.html</p> <p>http://whyfiles.larc.nasa.gov/text/kids/D_Lab/activities/energy_move.html</p>
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Week 6: 09/22/08 – 09/26/08

Text/Alignment	Content Cluster & Focus Benchmark	Ongoing Benchmark	CRISS Strategy/Activity	Vocabulary	Math	Home Learning	Supplemental Materials
<p>Glencoe Florida Science Grade 6</p> <p>Chapter 18 TB: pg. 544-559 Sect. 2 WB: pg. 302-308</p> <p>Sciencesaurus Pg. 299-321</p>	<p>The Nature of Energy</p> <p>SC.B.1.3.1 (AA) – The student identifies forms of energy and explains that they can be measured and compared.</p> <p>SC.B.1.3.4 (CS) – The student knows that energy conversions are never 100% efficient (i.e., some energy is transformed to heat and is unavailable for further useful work).</p> <p>SC.B.1.3.5 (CS) – The student knows the process by which thermal energy tends to flow from a system of higher temperature to a system of lower temperature.</p>	<p>- SC.H.1.3.1 - SC.H.1.3.4 - SC.H.1.3.5</p> <p><u>Lesson Development</u> Have Students:</p> <p>-Distinguish between temperature, heat and thermal energy.</p> <p>-Explain how thermal energy moves.</p>	<p>- Bell Ringer (FCAT Transparencies) Aligned with Benchmarks - Foldable - Two-column notes - Model of sample science board - Carousel - Flip Book (WB: Pg.297B)</p> <p>Writing - 7 Steps for writing conclusions. PW - Reflective Writing on Science Journal - Weekly Full Lab Report</p> <p>Lab Activities / Diff. Instructional</p> <p>- Melting Points - Showing Off The Heat - Hot Colors (<i>See GSAP</i>) - Hot or Cold (<i>See GSAP</i>) -Passing the Heat Along (<i>See GSAP</i>) - Mini-Lab pg. 550</p>	<p>- Temperature - Measurements - Changes - Conduction - Convection - Radiation - The Law of Conservation of Energy</p> <p>ESOL Strategies</p> <p>- Read aloud Current Events - Process Writing - Modeling - Cooperative Learning - Problem Solving</p>	<p>MA.E. 1.3.1,2 MA.A.5.3.1 MA.A.4.3.1 MA.A.1.3.2,4 MA.A.3.3.2,3 MA.E.2.3.1</p>	<p>Have Students - Current Event</p> <p>- Write a 1 paragraph summary on Current Events</p> <p>- Review Vocabulary</p> <p>- FCAT Practice Pgs. 558 - 559</p> <p>Assessment</p> <p>- Vocabulary Quiz - Fill in a model of science board - Chapter Quiz - Chapter Test - Oral Quiz - <i>EduSoft: 6 Grade Science Test 2</i></p>	<p>Competitions: SECME http://www.dade.k12.fl.us/USI/secme.html Fairchild Tropical Challenge http://www.fairchildgarden.org</p> <p>Gizmos www.explorelarning.com</p> <p>Activities in Packet: www.sciencespot.net</p> <p>Melting Points Curriculum and Instruction (Science) Minimum Required Lab Activities pg. 18</p> <p>Showing Off The Heat Curriculum and Instruction (Science) Minimum Required Lab Activities pg. 47</p> <p>GSAP: “Hot Colors” “Hot or Cold” “Passing the Heat Along”</p> <p>Advanced Circuits “Hero’s Engine” http://chemmovies.unl.edu/chemistry/beckerdemos/BD053.html</p> <p>Interactive Website: Riverdeep –Physical Science: “Gasses, Particles and Motion” http://riverdeep.dadeschools.net/mdcps/lms/login/login1.asp “Give Me Energy” http://www.iit.edu/~smile/ph9407.html</p>

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Week 7: 9/29/08 – 10/3/08

Text/Alignment	Content Cluster & Focus Benchmark	Ongoing Benchmark	CRISS Strategy/Activity	Vocabulary	Math	Home Learning	Supplemental Materials
Glencoe Florida Science Grade 6 Chapter 19 TB: pg. 560-591 WB: pg. 309-326 Sciencesaurus Pg. 277-279	The Nature of Energy SC.A.2.3.2 (CS) - The student knows the general properties of the atom (a massive nucleus of neutral neutrons and positive protons surrounded by a cloud of negative electrons) and accepts that simple atoms are not visible. SC.B.1.3.1 (AA) – The student identifies forms of energy and explains that they can be measured and compared.	- SC.H.1.3.1 - SC.H.1.3.4 - SC.H.1.3.5 <u>Lesson Development</u> Have Students: -Distinguish between temperature, heat and thermal energy. -Explain how thermal energy moves. - Identify parts of an atom and compare models used. -Describe the forms of energy and describe the use of energy.	- Bell Ringer (FCAT Transparencies) Aligned with Benchmarks - Foldable (WB pg.309A) - Two-column notes - Model of sample science board - Jigsaw -Construct and Label the parts of an atom <u>Writing</u> - 7 Steps for writing conclusions. PW - Reflective Writing on Science Journal - Weekly Full Lab Report	- Neutral - Magnetic Field - Circuit - Electric Field - Conductor - Insulator - Magnetic	MA.E. 1.3.1,2 MA.A.5.3.1 MA.A.4.3.1 MA.A.1.3.2,4 MA.A.3.3.2,3 MA.E.2.3.1	Have Students - Current Event - Write a 1 paragraph summary on Current Events - Review Vocabulary - FCAT Practice Pgs. 590-591	Competitions: SECME http://www.dade.k12.fl.us/USI/secme.html Fairchild Tropical Challenge http://www.fairchildgarden.org Gizmos www.explorelearning.com Activities in Packet: www.sciencespot.net Static Electricity <i>See(GSAP)</i> “Shedding Light on a Simple Circuit: The Many Forms of Energy,” FCAT Science Resource Guide, Grades 6-8 http://mathscience.dadeschools.net/6-8/24_lessons/SC.E.1.3.1%20The%20Martian%20Sun%20Times.pdf “Investigation: Watt Power,” Effective Strategies and Resources for the Middle School Science Classroom, M-DCPS from National Aeronautics and Space Administration Education Resource Packet
			Lab Activities / Diff. Instruction	ESOL Strategies		Assessment	
			- Static Electricity <i>See (GSAP)</i> - Charging by Polarization (TB pg.565 can be done without water) - Shedding Light on a Simple Circuit - Investigation: Watt Power	- Read aloud Current Events - Process Writing - Modeling - Cooperative Learning - Problem Solving		- Vocabulary Quiz - Fill in a model of science board - Chapter Quiz - Chapter Test - Oral Quiz	

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Week 8: 10/6/08 – 10/10/08

Text/Alignment	Content Cluster & Focus Benchmark	Ongoing Benchmark	CRISS Strategy/Activity	Vocabulary	Math	Home Learning	Supplemental Materials
<p>Glencoe Florida Science Grade 6</p> <p>Chapter 20 TB: pg. 598-619 WB: pg. 327-342</p> <p>Sciencesaurus Pg. 303-321</p>	<p style="text-align: center;">The Nature of Energy</p> <p>SC.B.1.3.6 (AA) The student knows the properties of waves (e.g., frequency, wavelength, and amplitude); that each wave consists of a number of crests and trough; and the effects of different media on waves.</p> <p>SC.C.2.3.1 (CS) – The student knows that many forces (e.g., the gravitational, electrical, and magnetic) act at a distant (i.e., without contact).</p>	<p>- SC.H.1.3.1 - SC.H.1.3.4 - SC.H.1.3.5</p> <p><u>Lesson Development</u> Have Students:</p> <ul style="list-style-type: none"> - Explain waves, energy and matter. - Describe the difference between transverse waves and Compressional waves. - Describe the relationship between frequency and wavelength of a wave. - Explain why waves travel at different speeds. - Explain how waves can reflect from some surfaces. - Explain how waves change directions as they move from one material into a another, - Describe how waves are able to bend around barriers and compare waves and particles. 	<p>- Bell Ringer (FCAT Transparencies) Aligned with Benchmarks - Foldable - Model of sample science board - Construct and Label the parts of an atom. - K-W-L Writing - 7 Steps for writing conclusions. PW - Reflective Writing on Science Journal - Weekly Full Lab Report</p> <hr/> <p style="text-align: center;">Lab Activities /Diff. Instruction</p> <ul style="list-style-type: none"> - Mini lab pg. 597 Comparing Sounds - Do the wave Slinky /Science (GSAP) - Waves on a Spring TB pg. 604 - Mini Lab pg. 606 Observing refraction - The Speed of Sound in Different materials TB pg. 612-613 	<ul style="list-style-type: none"> - Vibration - Crest - Trough - Amplitude - Wavelength - Frequency - Reflection - Refraction - Diffraction - Prism - Speed <hr/> <p style="text-align: center;">ESOL Strategies</p> <ul style="list-style-type: none"> - Read aloud Current Events - Process Writing - Modeling - Cooperative Learning - Problem Solving 	<p>MA.E. 1.3.1,2 MA.A.5.3.1 MA.A.4.3.1 MA.A.1.3.2,4 MA.A.3.3.2,3 MA.E.2.3.1</p>	<p>Have Students</p> <ul style="list-style-type: none"> - Current Event - Write a 1 paragraph summary on Current Events - Review Vocabulary - Chapter Review Pgs 616-617 <hr/> <p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> - Vocabulary Quiz - Fill in a model of science board - Chapter Quiz - Chapter Test - Oral Quiz 	<p>Competitions:</p> <p>SECME http://www.dade.k12.fl.us/USI/secme.html</p> <p>Fairchild Tropical Challenge http://www.fairchildgarden.org</p> <p>Gizmos www.explorellearning.com http://www.explorellearning.com/index.cfm?method=cResource.dspView&ResourceID=610</p> <p>Activities in Packet: www.sciencespot.net</p> <p>GSAP: “Do the Wave,” “Slinky Lab,” “Dracula’s Library Reflections”</p> <p>Brain Pop: http://www.brainpop.com/science/energy/measuringwaves/</p>

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Week 9: 10/13/08 – 10/17/08

Text/Alignment	Content Cluster & Focus Benchmark	Ongoing Benchmark	CRISS Strategy/Activity	Vocabulary	Math	Home Learning	Supplemental Materials
<p>Glencoe Florida Science Grade 6</p> <p>Chapter 9 TB: pg. 254-285 WB: pg. 137-148</p> <p>Sciencesaurus Pg. 322-331</p>	<p style="text-align: center;">The Nature of Energy</p> <p>Processes that shape the Earth</p> <p>SC.G.2.3.1 (AA) – The student knows that some resources are renewable and others are non-renewable.</p> <p>SC.G.2.3.2 (CS) – The student knows that all biotic and abiotic factors are interrelated and that if one factor is changed or removed it impacts the availability of other resources within the system.</p> <p>SCB.2.3.2 (Assessed as G.2.3.1) The student knows that most of the energy used today is derived from burning stored energy collected by organisms millions of years ago (i.e., nonrenewable fossil fuels)</p>	<p>- SC.H.1.3.1 - SC.H.1.3.4 - SC.H.1.3.5</p> <p><u>Lesson Development</u> Have Students:</p> <ul style="list-style-type: none"> - Identify examples of renewable energy resources. - Describe the advantages and disadvantages of using fossil fuel. - Explain the advantages and disadvantages of using nuclear energy. - Compare and contrast renewable and nonrenewable energy resources. 	<p>- Bell Ringer (FCAT Transparencies) Aligned with Benchmarks</p> <ul style="list-style-type: none"> - Foldable - Model of sample science board - Flip book <p><u>Writing</u></p> <ul style="list-style-type: none"> - 7 Steps for writing conclusions. PW - Reflective Writing on Science Journal - Weekly Full Lab Report 	<ul style="list-style-type: none"> - Resource - Non- Renewable Resource - Renewable Resource - Fossil Fuel - Conservation 	<p>MA.E. 1.3.1,2 MA.A.5.3.1 MA.A.4.3.1 MA.A.1.3.2,4 MA.A.3.3.2,3 MA.E.2.3.1</p>	<p>Have Students</p> <ul style="list-style-type: none"> - Current Event - Write a 1 paragraph summary on Current Events - Review Vocabulary - Chapter Review Pgs 282-283 <p>Assessment</p>	<p>Competitions:</p> <p>SECME http://www.dade.k12.fl.us/USI/secme.html</p> <p>Fairchild Tropical Challenge http://www.fairchildgarden.org</p> <p>Gizmos www.explorellearning.com</p> <p>Activities in Packet: www.sciencespot.net</p> <p>Steck-Vaughn Activities (Forms Attached)</p> <p>Solar Cooker</p> <p>Making a Windmill</p> <p>Useful Energy Conversions Brain Pop: http://www.brainpop.com/science/energy/energysources/ http://www.brainpop.com/technology/scienceandindustry/solarenergy/ http://www.brainpop.com/science/energy/fossilfuels/</p>
			Lab Activities / Diff. Instruction	ESOL Strategies			