Columbus County Schools Science Curriculum Guide				
SUBJECT: Science	GRADE LEVEL: 6 th Grade	GRADING PERIOD: 1 st / 2 nd Nine Weeks		
Module(s): E Dynamic Earth	Time Frame: 8 weeks 3 days	Unit: Two- E- Dynamic Earth, D- Ecology		
	Dates: October 9- December 5th	and the Environment		

and interactions of matter and energy.

Lessons:	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
Lesson Name: Earth Layers Clarifying Objective: 6. E.2.1 Summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density. 6. E.2.4 Conclude that the good health of humans requires: monitoring the lithosphere, maintaining soil quality and stewardship. Time Frame: 6 days Dates: Oct 10- Oct 16th	 Technology Standards: SI.1 Analyze resources to determine their reliability, point of view, bias, and relevance, for particular topics and purposes. 6.SI.1.3: Analyze resources for point of view, bias, values, or intent of information 6. RP.1 Apply a research process for collaborative or individual research. 6. RP.1.1 Implement a research process collaboratively. 6. RP.1.2 Implement a research process independently. 	 Lithosphere Mantle core asthenosphere mesosphere convection crust stewardship 	 Formative: How is the inner and outer core similar? How are they different? What is the difference between the chemical layers of the Earth and the physical layers of Earth? Science Formative Assessment 75 Practical Strategies for Linking Assessment- Card Sorts pg 56, Muddiest Point pg 138, STIP pg180 Summative S.T.E.M. project – Models of Earth pg 247 Science Fusion-Dynamic Earth Teachers Edition pg 251 	Science Fusion- Dynamic Earth Teachers Edition pg 244-255 Layers of the Earth Worksheet Energy Lithosphere Energy Video Additional Resources in Dropbox

Essential Question: How do matter and energy move through				
Earth's spheres? <u>"I Can" Statements:</u>				
 I can draw a model of earth's layers and explain the characteristics of each. I can explain how crustal plates move. I can compare and contrast the different types of mountain building; fault-block, folded, upwarped, and volcanic. I can write a paragraph to explain how human activities affect the pedosphere. I can identify how technology is used to conserve soil. I can explain methods used by humans to 				
conserve soil. Lesson Name:	WTL- Science 5 9.2 What	ocean basin	Formative:	6 th Grade McDougal Book- Unit A-
Plate Tectonics	<u>causes earthquakes and</u> volcanoes?	tectonic platesseismologist	 What types of landforms 	Chapters 1-5, Unit B- Chapters 3- 5
Clarifying Objective: 6E2.2 Explain how crustal plates and ocean basins are formed, move and interact using earthquakes, heat flow and volcanoes to reflect forces within the earth.	Technology Standards: 6. SI.1 Analyze resources to determine their reliability, point of view, bias, and relevance, for particular topics and purposes.	 seismologist primary waves secondary waves surface waves seismic waves epicenter magnitude focus frequency wavelength 	 and types of landomis' can form at convergent and divergent boundaries? Bubble Maps Bill Nye video worksheet. Volcanoes or Earthquakes. www.Worksheets.com/site /bill-nye.php Science Formative Assessment 75 Practical 	S Science Fusion Teachers Edition- Dynamic Earth- pg 256- 339 Plate Tectonics and Continental Drift by John Edwards Earthquakes and Volcanoes by Alison Rae Additional Resources in Dropbox

				1	Otrataniaa fan Linkin m	
6. P.1.1 Compare the	6.SI.1.3: Analyze resources	•	amplitude		Strategies for Linking	
properties of waves to	for point of view, bias,	•	speed		Assessment- First Word,	
the wavelike property	values, or intent of	•	Pangaea		Last Word pg 88	
of energy in	information	•	Convergent			
earthquakes, light,		•	Sea floor			
and sound.	6. RP.1 Apply a research		spreading			
	process for collaborative or	•	Divergent		Summative:	
Time Frame:	individual research.	•	Transform		- Science Fusion-	
3 ¹ / ₂ weeks (3 weeks 2			boundary		Dynamic Earth	
days)	6. RP.1.1 Implement a	•	Plate tectonics		Teachers Edition_pg 263	
Dates:	research process				(online resource-	
Oct 21 st - Nov 14 th	collaboratively.				Exploring plate tectonics-	
					climb the pyramid. Have	
Essential Question:	6. RP.1.2 Implement a				student choose one of	
What evidence has	research process				the boxes,	
contributed to the theory	independently.				 Examview test generator 	
of plate tectonics?						
	Literacy Standards:					
"I Can" Statements:	CCSS.ELA-Literacy.RST.6-					
 I can identify major 	8.4. Determine the meaning					
geological events,	of symbols, key terms, and					
such as earthquakes	other domain-specific words					
and volcanoes	and phrases as they are					
I can draw a model of earth's layers and	used in a specific scientific					
earth's layers and explain the	or technical context relevant					
characteristics of	to grades 6-8 texts and					
each.	topics.					
 I can explain how 	•					
crustal plates move.	CCSS.ELA-Literacy.RST.6-					
I can compare and	8.7. Integrate quantitative or					
contrast the different	technical information					
types of mountain	expressed in words in a text					
building; fault-block,	with a version of that					
folded, upwarped, and	information expressed					
volcanic.	visually (e.g., in a flow chart,					
 I can describe the share staristics of 	diagram, model, graph or					
characteristics of	table).					
primary waves, secondary waves,						
surface waves.						
Surface waves.						
		1				

Lesson Name:	6. RP.1 Apply a research	Sedimentary	Formative:	Rocks and Minerals by R.F. Symes
Rock Cycle/ minerals	process for collaborative or	 Metamorphic 		Sand and Soil by Beth Gurney
-	individual research.	Crystallization	- Which is a more reliable test	6 th Grade McDougal Book- Unit A-
Clarifying Objective:		Igneous	for identifying a mineral:	Chapters 1-5 Unit B- Chapters 3-5
6. E.2.3 Explain how the	6. RP.1.1 Implement a	Pressure	color or streak?	
formation of soil is	research process	Mineral	 Rock Cycle food lab 	Smithsonian Rock Lab
related to the parent	collaboratively.	Rock	(metamorphic- smash 3	Rock Cycle with Gum and Pop Rocks
rock type and the			starburst together using the	Soil Texture Lab
environment in which it	6. RP.1.2 Implement a	Compound	heat from their hands.	Additional Resources in Dropbox
develops.	research process	Streak	Igneous- microwave	
	independently.	Element	marshmallows and chocolate	
Time Frame: 12 days		Luster	chips for 10 seconds.	
	Literacy Standards:	Crystal	Sedimentary- use a layer of	
Dates: Nov 15 th - Dec 5th		Cleavage	graham crackers, chocolate	
	CCSS.ELA-Literacy.RST.6-	 Moh's hardness 	chips, marshmallows and	
Essential Question:	8.4. Determine the meaning of	scale	pudding)	
How are rocks formed	symbols, key terms, and other	Weathering	- Uncovering Student Ideas in	
and how do they change	domain-specific words and	Erosion	Science Vol 2- Is it a rock?	
over time?	phrases as they are used in a	Deposition	Version 1 and 2 pg 151-152	
	specific scientific or technical	Uplift	-	
"I Can" Statements:	context relevant to grades 6-8	Texture	Summative:	
	texts and topics.	Composition	- ExamView Dynamic Earth	
I can create a diagram		Stewardship	test questions online-	
of the rock cycle,	CCSS.ELA-Literacy.RST.6-	Contour plowing	download to computer	
identify the 3 types of	8.7. Integrate quantitative or	 Conservation 	- Science Fusion Teachers	
rocks and show how	technical information	 Conservation plowing 	Edition- Dynamic Earth-	
they change from one	expressed in words in a text	plowing	pg 219- It Rocks! Online	
type to another.	with a version of that		resource	
 I can create a diagram 	information expressed visually			
of a soil profile and	(e.g., in a flow chart, diagram,			
label each horizon and	model, graph or table).			
its content.	, , , , , , , , , , , , , , , , , , , ,			
 I can create a graphic 				
organizer that				
illustrates the				
properties of soil:				
texture, particle size,				
PH, fertility and ability				
to hold moisture.				

Note: Some of the tasks in this unit can take multiple days to complete and therefore you may need to roll some activities to the next day and/or start a new task group in the middle of a school period. This is still in the planning stage so adjust the pace to meet your student's needs and abilities. We will make adjustments at PD days after we have worked through some of the difficulties.*

Most Internet/video content was pulled in its original format. Please PREVIEW and adjust for your population.

Day 1- Oct 7 th – 11 th Lesson: Matter and Energy	Day 2 Lesson: Matter and Energy	Day 3- Oct. 9 th Lesson: Earth Layers	Day 4 Lesson: Earth Layers	Day 5 Lesson: Earth Layers
Clarifying Objective: Unit 1 <u>Academic Vocabulary:</u>	Clarifying Objective: Unit 1 <u>Academic Vocabulary:</u>	Clarifying Objective: 6. E.2.1 Summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density.	Clarifying Objective: 6. E.2.1 Summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density.	Clarifying Objective: 6. E.2.1 Summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density.
		Academic Vocabulary: Core, convection, mesosphere, crust, lithosphere, mantle , asthenosphere	Academic Vocabulary: Core, convection, mesosphere, crust, lithosphere, mantle , asthenosphere	Academic Vocabulary: Core, convection, mesosphere, crust, lithosphere, mantle , asthenosphere
Bell Ringer: Instructional Tasks: (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.) Summarizer:	Bell Ringer: Instructional Tasks: (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.) Summarizer:	Bell Ringer: Define core, crust, mantle Instructional Tasks: Science Fusion PowerPoint notes on their website- Dynamic Earth Unit 4 lesson 1- Earth's Layers (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them Summarizer: Compare and contrast inner core and outer core. **Lesson quiz packets may be handed out for an end of unit assessment**	Bell Ringer:Define lithosphere, mesosphere,asthensosphereInstructional Tasks:Finish the PowerPointpresentation if not completed.Option 1- pg. 246 ScienceFusion teacher edition. Modelinglayers- hands on activity.Option 2-Earth FoldableActivity in dropbox. Studentswill color, cut, and label thelayers of the earth. Students willalso need to look-up thethickness of each layer and labelcorrectly.Option 3-Students can begrouped for a project labelingand coloring a Styrofoam ball.Option 4-Digital video lessonfound on Science Fusion website(found under student or teacher.)Each of these options may taketwo days depending time allottedfor class period.Summarizer:Compare and contrast themesosphere and asthenosphere.	Bell Ringer:Where is the asthenospherelocated? What parts of the earthis included? (The asthenosphereis located in the upper mantle.The asthenosphere is below thelithosphere, the brittle outer shellof the Earth.)Instructional Tasks:Option 1-Complete any hands-on projects not finished from theday before.Option 2-Bill Nye video-Earth's Crust found onyoutube.com. Worksheet locatedathttp://moviesheets.com/site/bill-nye.phpOption 4-Mr. Lee rap on crustand mantle found youtube (lyricsin dropbox)Summarizer:What is the difference betweenthe chemical (or compositional)layers of Earth? (physical layers

				are based on physical properties, not position; compositional layers are based on chemical composition)
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
(Formative and/or Summative)	(Formative and/or Summative)	Observation	Each option may be used as an	Each option may be used as an
			assessment.	assessment

<u>Day 1- Oct. 14th- 18th</u>	Day 2	Day 3	Day 4	Day 5
Lesson: Layers of earth	Lesson: Stewardship	Lesson: Stewardship	Lesson: Plate tectonics	Lesson: Plate tectonics
Clarifying Objective:	<u>Clarifying Objective:</u>	<u>Clarifying Objective:</u>	<u>Clarifying Objective:</u>	Clarifying Objective:
6. E.2.1 Summarize the	6. E.2.4 Conclude that the	6. E.2.4 Conclude that the	6E2.2 Explain how crustal	6E2.2 Explain how crustal
structure of the earth,	good health of humans	good health of humans	plates and ocean basins are	plates and ocean basins are
including the layers, the	requires: monitoring the	requires: monitoring the	formed, move and interact	formed, move and interact
mantle and core based on the	lithosphere, maintaining soil	lithosphere, maintaining soil	using earthquakes, heat flow	using earthquakes, heat flow
relative position, composition	quality and stewardship.	quality and stewardship.	and volcanoes to reflect	and volcanoes to reflect
and density.			forces within the earth.	forces within the earth.
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:
Core, convection,	desertification, stewardship	Desertification, stewardship	Pangaea, sea floor spreading,	Pangaea, sea floor spreading,
mesosphere, crust,	-	_	plate tectonics, tectonic	plate tectonics, tectonic
lithosphere, mantle,			plates, convergent boundary,	plates, convergent boundary,
asthenosphere			divergent boundary, transform	divergent boundary, transform
			boundary, convection	boundary, convection
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
How can scientist learn about	Why do farmers rotate crops?	What are some land use	Which of earth's	What evidence do scientists
the different layers of the	(to maintain soil fertility)	practices that impact soil	compositional layers make up	have to prove Pangaea once
atmosphere? (They can study		resources? (farming,	the lithosphere? (crust and	existed? (land formations,
the rocks and lava from	Instructional Tasks:	construction, mining,	upper mantle)	minerals, fossils, jigsaw
volcanoes to learn about		development)	Instructional Tasks:	puzzle shaped land)
molten rock from within	Science Fusion PowerPoint	Instructional Tasks:		Instructional Tasks:
Earth.)	notes on their website-		Science Fusion PowerPoint	Option 1- Digital video
Instructional Tasks:	Ecology and the Environment	Option 1 -Digital video	notes on their website-	lesson found on Science
	Unit 4 Lesson 2 pg 292-	lesson found on Science	Dynamic Earth Unit 4 lesson	Fusion website (Dynamic
Carousel Review on Earth's	Teachers edition- Managing	Fusion website (Ecology and	2- Earth's Layers (under	Earth Unit 4 Lesson 2)
Layers. Science Fusion- Pg	resources (under lesson	the Environment Unit 4	lesson teacher support). Copy	Option 2- pg. 259- Science
250 Teacher's edition.	teacher support). Copy and	Lesson 2)	and paste to a word document	Fusion teacher edition. Daily
Language Arts connections-	paste to a word document to	Option 2- Ecology and the	to create skeleton notes.	Demo, Exploration, or quick
key word Scan. Pg 250	create skeleton notes.	Environment Unit 3 Lesson 5	Discuss each PowerPoint as	lab.
Summarizer:	Discuss each PowerPoint as	pg. 241 Science Fusion	you go through them	
What is one thing that you	you go through them	teacher edition. Daily Demo,		

learned that you didn't know from the carousel activity?	McDougall Science Book pg. 132-141A <u>Option one</u> -Model Earth's soil with an apple, pg135A. McDougall <u>Option 2-</u> Landscape Architect. Pg 137A. design a park for ways to keep soil intact <u>Summarizer:</u> Why is soil a necessary resource?	Exploration, or quick lab. <u>Summarizer:</u> Why should natural resources be managed?	Summarizer: Explain the difference between the three types of boundaries.	Summarizer: Explain what plate tectonics are and how they move.
Assessment: Language Arts Connection Activity/ Observation of carousel review	Assessment: observation/ discussion	Assessment: Varies depending on the option chosen.	Assessment: observation/ discussion/	Assessment: Varies depending on the option chosen.

Day 1- Oct. 21- 25th Lesson: Plate Tectonics	Day 2 Lesson: Plate Tectonics	Day 3 Lesson: Mountains	Day 4 Lesson: Mountains	Day 5
				Lesson: Clarifying Objective:
<u>Clarifying Objective:</u> 6E2.2 Explain how crustal	Clarifying Objective: 6E2.2 Explain how crustal	Clarifying Objective: 6E2.2 Explain how crustal	<u>Clarifying Objective:</u> 6E2.2 Explain how crustal	Work Day
plates and ocean basins are	plates and ocean basins are	plates and ocean basins are	plates and ocean basins are	WOIK Day
▲ · · · · · · · · · · · · · · · · · · ·	formed, move and interact	formed, move and interact	formed, move and interact	A J
formed, move and interact			,	Academic Vocabulary:
using earthquakes, heat flow	using earthquakes, heat flow	using earthquakes, heat flow	using earthquakes, heat flow	
and volcanoes to reflect	and volcanoes to reflect	and volcanoes to reflect	and volcanoes to reflect	
forces within the earth.	forces within the earth.	forces within the earth.	forces within the earth.	
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	
		Deformation, folding, fault,	Deformation, folding, fault,	
		shear stress, tension,	shear stress, tension,	
		compression	compression	
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
Teacher creates based on	Teacher creates based on	How do you think plate	Compare and contrast the	
student needs	student needs	tectonics affect the creation of	different faults.	
		a mountain?		
Instructional Tasks:	Instructional Tasks:	Instructional Tasks:	Instructional Tasks:	Instructional Tasks:
"Catab un day" Dataaab a	"Catah un day" Dataaah a	Science Fusion PowerPoint	Ontion 1 Divital video	C
"Catch up day". Reteach a	"Catch up day". Reteach a	notes on their website-	<u>Option 1</u> -Digital video lesson found on Science	<u>Summarizer:</u>
concept some students may have not understood.	concept some students may have not understood.		Fusion PowerPoint notes on	
	nave not understood.	Dynamic Earth- Unit 4		
If students have grasped the	S	Lesson 3 pg 282- Teachers	their website- Dynamic Earth- Unit 4 Lesson 3	
concept, continue to the next	Summarizer:	edition- Mountain building		
lesson.	Teacher creates based on	(under lesson teacher	Option 2- Dynamic Earth-	
Summarizer:	student needs	support). Copy and paste to a	Unit 4 Lesson 3 pg. 277	
Teacher creates based on		word document to create	Science Fusion teacher	
student needs		skeleton notes.	edition. Daily Demo,	
		Discuss each PowerPoint as	Exploration, or quick lab.	
		you go through them	Summarizer:	
		Summarizer:	Explain the three different	
		Differentiate between	ways mountains are formed.	
		anticline and syncline folds.		
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
observation	observation	observation	Varies depending on the	
			option chosen.	

Day 1- Oct. 28 th – Nov 1st	Day 2	Day 3	Day 4	Day 5
Lesson: Volcanoes	Lesson: Volcanoes	Lesson:	Lesson:	Lesson:
Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:
6E2.2 Explain how crustal	6E2.2 Explain how crustal	6E2.2 Explain how crustal	6E2.2 Explain how crustal	6E2.2 Explain how crustal
plates and ocean basins are	plates and ocean basins are	plates and ocean basins are	plates and ocean basins are	plates and ocean basins are
formed, move and interact	formed, move and interact	formed, move and interact	formed, move and interact	formed, move and interact
using earthquakes, heat flow	using earthquakes, heat flow	using earthquakes, heat flow	using earthquakes, heat flow	using earthquakes, heat flow
and volcanoes to reflect	and volcanoes to reflect	and volcanoes to reflect	and volcanoes to reflect	and volcanoes to reflect
forces within the earth.	forces within the earth.	forces within the earth.	forces within the earth.	forces within the earth.
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:
Lava, magma, volcano, vent,	Lava, magma, volcano, vent,		Earthquake, fault, tectonic	Earthquake, fault, tectonic
tectonic plate, hotspot	tectonic plate, hotspot		plate boundary, focus,	plate boundary, focus,
			epicenter, elastic rebound,	epicenter, elastic rebound,
			deformation	deformation
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
Option 1- How do you think	List the three locations that	Teacher creates based on	What do you know about	Compare and contrast focus
tectonic plates affect the	volcanoes can occur and	student needs	earthquakes?	and epicenter.
creation of volcanoes?	explain how they are		Instructional Tasks:	Instructional Tasks:
Option 2- K-W-L chart on	different. (Make sure they	Instructional Tasks:		
volcanoes	know not to list a state or city		Science Fusion PowerPoint	Option 1- Digital video
Instructional Tasks:	location)	Option 1- "Catch up day".	notes on their website-	lesson found on Science
	Instructional Tasks:	Reteach a concept some	Dynamic Earth- Unit 4	Fusion PowerPoint notes on
Science Fusion PowerPoint	<u>Option 1</u> - <u>Digital video</u>	students may have not	Lesson 5 pg 302- Teachers	their website- Dynamic Earth-
notes on their website-	lesson found on Science	understood.	edition- Earthquakes (under	Unit 4 Lesson 5
Dynamic Earth- Unit 4	Fusion PowerPoint notes on	Option2 - Bill Nye Video on	lesson teacher support). Copy	Option 2- Dynamic Earth-
Lesson 4 pg 296- Teachers	their website- Dynamic Earth-	volcanoes located on youtube	and paste to a word document	Unit 4 Lesson 5 pg. 304
edition- Volcanoes (under	Unit 4 Lesson 4	<u>Summarizer:</u>	to create skeleton notes.	Science Fusion teacher
lesson teacher support). Copy	Option 2- Dynamic Earth-	Teacher creates based on	Discuss each PowerPoint as	edition. Daily Demo,
and paste to a word document	Unit 4 Lesson 4 pg. 291	student needs	you go through them	Exploration, or quick lab.
to create skeleton notes.	Science Fusion teacher		<u>Summarizer:</u>	Summarizer:
Discuss each PowerPoint as	edition. Daily Demo,		How do earthquakes occur	Why do earthquakes happen?
you go through them	Exploration, or quick lab.		along the three different types	
<u>Summarizer:</u>	<u>Summarizer:</u>		of faults?	
Explain the difference	How do volcanoes change			
between magma and lava.	earth's surface.			
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Observation	Varies depending on the	Varies depending on the	Observation	Varies depending on the
	option chosen.	option chosen.		option chosen.

Day 1 – Wk. of Nov. 4-8	Day 2	Day 3	Day 4	Day 5
Lesson: Earthquakes	Lesson: Earthquakes	Lesson: Earthquakes	Lesson: Earthquakes and	Lesson:
_	_		Volcanoes	
Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:
6E2.2 Explain how crustal	6E2.2 Explain how crustal	6E2.2 Explain how crustal	6E2.2 Explain how crustal	6E2.2 Explain how crustal
plates and ocean basins are	plates and ocean basins are	plates and ocean basins are	plates and ocean basins are	plates and ocean basins are
formed, move and interact	formed, move and interact	formed, move and interact	formed, move and interact	formed, move and interact
using earthquakes, heat flow	using earthquakes, heat flow	using earthquakes, heat flow	using earthquakes, heat flow	using earthquakes, heat flow
and volcanoes to reflect	and volcanoes to reflect	and volcanoes to reflect	and volcanoes to reflect	and volcanoes to reflect
forces within the earth.	forces within the earth.	forces within the earth.	forces within the earth.	forces within the earth.
			Academic Vocabulary:	Academic Vocabulary:
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	All vocabulary from Dynamic	All vocabulary from Dynamic
Focus, epicenter, seismic	Focus, epicenter, seismic	Focus, epicenter, seismic	Earth Unit 4	Earth Unit 4
waves, seismogram,	waves, seismogram,	waves, seismogram,		
magnitude, intensity	magnitude, intensity	magnitude, intensity,		
		Earthquake, fault, tectonic		
		plate boundary, focus,		
		epicenter, elastic rebound,		
		deformation		
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
Why do you think it is	Explain the difference	Why would surface waves be	Login to computers	Explain how each of the three
important to understand the	between the 3 waves that	more damaging to buildings		waves move in an earthquake.
causes of earthquakes?	occur during a earthquake.	than P waves or S waves?	Instructional Tasks:	Instructional Tasks:
(Answer on pg 329)	Instructional Tasks:	Instructional Tasks:		
Instructional Tasks:			WTL- Science 5 9.2 What	As a review students will go
	Option 1 -Digital video	Option 1 : Share real footage	<mark>causes earthquakes and</mark>	over and correct their lesson
Science Fusion PowerPoint	lesson found on Science	of earthquakes and encourage	volcanoes?	quizzes from homework. We
notes on their website-	Fusion PowerPoint notes on	students to discuss what they	<u>Summarizer:</u>	will check and discuss each
Dynamic Earth- Unit 4	their website- Dynamic Earth-	see using appropriate vocab.	Logoff/Shut down computer	question. This will possibly
Lesson 6 pg 320- Teachers	Unit 4 Lesson 6	(Example videos:		take two class periods to
edition- Measuring	Option 2- Dynamic Earth-	bbarnhardtadms.weebly		complete.
Earthquakes (under lesson	Unit 4 Lesson 6 pg. 322	.com/science-websites.html)		Summarizer:
teacher support). Copy and	Science Fusion teacher	Option 2: Bill Nye Video on		3-2-1; 3 things I found
paste to a word document to	edition. Daily Demo,	volcanoes located on youtube		important, 2 things I found
create skeleton notes.	Exploration, or quick lab.	<u>Option 3</u> : "Catch up day".		interesting, 1 question I still
Discuss each PowerPoint as	Option 3: Frayer Notes (4	Reteach a concept some		have. Collect this slip for the
you go through them	corner notes) examples for	students may have not		bellringer
Summarizer:	boxes: multiple choice	understood.		
What factors determine the	question, picture, example,	Summarizer:		

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effects of an earthquake? (magnitude, local geology, distance from epicenter, building construction)	non example, definition) <u>Summarizer:</u> How are seismic waves used to study earthquakes?	Option 1: Share 3 things you learned from the videos Option 2: Teacher's choice		
Assessment: Observation	Assessment: Varies depending on the option chosen.	Assessment: Varies depending on the option chosen.	Assessment: WTL grade	Assessment: Lesson quizzes (Science Fusion online) for homework as a unit packet due 2 days before a test. They will be responsible for working on their unit packet on their own time.

Day 1- Week of Nov 11-15	Day 2	Day 3	Day 4	Day 5
Lesson: No School	Lesson: Earthquakes and	Lesson: Earthquakes and	Lesson: Earthquakes and	Lesson: Minerals
	Volcanoes	Volcanoes	Volcanoes	
<u>Clarifying Objective:</u>	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:
Academic Vocabulary:	6E2.2 Explain how crustal	6E2.2 Explain how crustal	6E2.2 Explain how crustal	6. E.2.3 Explain how the
	plates and ocean basins are	plates and ocean basins are	plates and ocean basins are	formation of soil is related to
	formed, move and interact	formed, move and interact	formed, move and interact	the parent rock type and the
	using earthquakes, heat flow	using earthquakes, heat flow	using earthquakes, heat flow	environment in which it
	and volcanoes to reflect	and volcanoes to reflect	and volcanoes to reflect	develops.
	forces within the earth.	forces within the earth.	forces within the earth.	
	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:
	All vocabulary from Dynamic	All vocabulary from Dynamic	All vocabulary from Dynamic	Mineral, compound, streak,
	Earth Unit 4	Earth Unit 4	Earth Unit 4	element, matter, luster, atom,
				crystal, cleavage
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
Instructional Tasks:	Choose student question from	Teacher creates based on	<u>Option 1</u> - Study with a	What do you think minerals
	Friday's bellringer	student needs	partner before the test.	are? List any minerals that
Summarizer:	Instructional Tasks:		Option 2- Create two	you know.
		Instructional Tasks:	questions for the test. Teacher	Instructional Tasks:
	Students should finish the		will choose questions for a	
	review and go over and	"Catch up day". Reteach a	bonus question.	Science Fusion PowerPoint
	correct their lesson quizzes	concept some students may		notes on their website-
	from homework. We will	have not understand.	Instructional Tasks:	Dynamic Earth- Unit 3
	check and discuss each			Lesson 1 pg 176- Teachers
	question. This will possibly	Summarizer:	Test	edition- Minerals (under
	take two class periods to	Teacher creates based on	Summarizer:	lesson teacher support). Copy
	complete.	student needs	Individual activity for	and paste to a word document
	<u>Summarizer:</u>		students who have completed	to create skeleton notes.
	List three test/study strategies		their test early.	Discuss each PowerPoint as
	that can help you prepare for			you go through them
	the test on Thursday.			Summarizer:
				What are minerals?
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
	Review Grade	Varies depending on the	Plate Tectonics, volcanoes,	Observation
		option chosen.	and earthquakes test	

Day 1- Week of Nov 18-22	Day 2	Dav 3	Day 4	Day 5
Lesson: Minerals	Lesson: Minerals	Lesson: Rock Cycle	Lesson: Rock Cycle	Lesson: Types of Rocks
Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:
6. E.2.3 Explain how the	6. E.2.3 Explain how the	6. E.2.3 Explain how the	6. E.2.3 Explain how the	6. E.2.3 Explain how the
formation of soil is related to	formation of soil is related to	formation of soil is related to	formation of soil is related to	formation of soil is related to
the parent rock type and the	the parent rock type and the	the parent rock type and the	the parent rock type and the	the parent rock type and the
environment in which it	environment in which it	environment in which it	environment in which it	environment in which it
develops.	develops.	develops.	develops.	develops.
	_	_	_	_
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:
Mineral, compound, streak,	Mineral, compound, streak,	Weathering, igneous rock,	Weathering, igneous rock,	rock, composition, texture
element, matter, luster, atom,	element, matter, luster, atom,	rock cycle, rift zone, erosion,	rock cycle, rift zone, erosion,	
crystal, cleavage	crystal, cleavage	sedimentary rock, uplift,	sedimentary rock, uplift,	
		deposition, metamorphic	deposition, metamorphic	
		rock, subsidence	rock, subsidence	
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
How are minerals formed?	What is the relationship	How do we use rock in our	Compare and contrast the	How do rocks change over
Instructional Tasks:	between atoms, elements, and	daily lives and what types of	classes of rock using a Tri-	time? (pg 212)
	compounds? (answer pg 187)	rock are they?	Venn Diagram (answer on pg	Instructional Tasks:
Option 1- Digital video	Instructional Tasks:	Instructional Tasks:	205)	
lesson found on Science			Instructional Tasks:	Science Fusion PowerPoint
Fusion PowerPoint notes on	Option 1: Mineral Scratch	Science Fusion PowerPoint		notes on their website-
their website- Dynamic Earth-	Test Lab- Dropbox Earth	notes on their website-	<u>Option 1</u> -Digital video	Dynamic Earth- Unit 3
Unit 3 Lesson 1	Science- "Lab 2A How to Use	Dynamic Earth- Unit 3	lesson found on Science Fusion PowerPoint notes on	Lesson 3 pg 212- Teachers
Option 2- Dynamic Earth-	the Mineral" Key at bottom	Lesson 2 pg 194- Teachers edition- Minerals (under		edition-Minerals (under
Unit 3 Lesson 1 pg. 180 Science Fusion teacher	of powerpoint Option 2: Activity- Making	lesson teacher support). Copy	their website- Dynamic Earth- Unit 3 Lesson 2	lesson teacher support). Copy and paste to a word document
edition. Daily Demo,	Crystals (Dynamic Earth Unit	and paste to a word document	Ont 5 Lesson 2 Option 2- Dynamic Earth-	to create skeleton notes.
Exploration, or quick lab.	3 Lesson 1 pg 184)	to create skeleton notes.	Unit 3 Lesson 2 pg. 196	Discuss each PowerPoint as
Option 3: Unit 3 lesson1	5 Lesson 1 pg 104)	Discuss each PowerPoint as	Science Fusion teacher	you go through them
Activity on Mineral Display	Option 3: Rock and Mineral	you go through them	edition. Daily Demo,	you go unough them
(can use poster or	Jeopardy (in dropbox made	Summarizer:	Exploration, or quick lab.	Summarizer:
edu.glogster.com)	for Mimio)	Why is erosion important in	Summarizer:	How do different mineral
Summarizer:	Option 4: Frayer Notes (4	the rock cycle?	Explain the rock cycle.	compositions contribute to
How are minerals identified?	corner notes) examples for		F	differences in rocks?
	boxes: multiple choice			
	question, picture, example,			
	non example, definition)			
L	1	1		

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	Summarizer: Give 2 examples of silicate minerals and 2 examples of nonsilicate minerals. (answer pg189)			
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Varies depending on the	Varies depending on the	Observation	Varies depending on the	Observation
option chosen.	option chosen.		option chosen.	

Day 1- Week of Nov 25-29	Day 2	Day 3	Day 4	Day 5
Lesson: Types of Rocks	Lesson: Rocks & Minerals	Lesson: NO SCHOOL	Lesson: NO SCHOOL	Lesson: NO SCHOOL
Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:
6. E.2.3 Explain how the	6. E.2.3 Explain how the			
formation of soil is related to	formation of soil is related to	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:
the parent rock type and the	the parent rock type and the			
environment in which it	environment in which it			
develops.	develops.			
Academic Vocabulary:	Academic Vocabulary:			
rock, composition, texture	rock, composition, texture,			
-	Weathering, igneous rock,			
	rock cycle, rift zone, erosion,			
	sedimentary rock, uplift,			
	deposition, metamorphic			
	rock, subsidence			
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
Create a Venn diagram	Would you expect to find			
comparing and contrasting	sedimentary rock deep in	Instructional Tasks:	Instructional Tasks:	Instructional Tasks:
intrusive and extrusive	earth's crust? Why or why			
igneous rocks.	not? (No, because it forms at	<u>Summarizer:</u>	Summarizer:	<u>Summarizer:</u>
	earth's surface. When it's			
Instructional Tasks:	buried deep enough, it will			
	change into igneous or			
Option 1- Digital video	metamorphic rock.			
lesson found on Science	Instructional Tasks:			
Fusion PowerPoint notes on	Bell Ringer:			
their website- Dynamic Earth-	Choose student question from			
Unit 3 Lesson 2	Friday's bellringer			
Option 2- Dynamic Earth-	Instructional Tasks:			
Unit 3 Lesson 3 pg. 214				
Science Fusion teacher	As a review students will go			
edition. Daily Demo,	over and correct their lesson			
Exploration, or quick lab.	quizzes from homework. We			
g ·	will check and discuss each			
Summarizer:	question. This will possibly			
What characteristics do	take two class periods to			
scientists use to classify	complete.			
rocks?				

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	Summarizer: Why is process of rocks changing called a cycle? (Because the steps occur over and over and have no beginning or end)			
Assessment: Varies depending on the option chosen.	Assessment: Lesson quizzes	Assessment:	Assessment:	Assessment:

Lesson: Minerals & RocksLesson: Minerals	Der 1 Wester CDer 2 (D2	D 2	D4	D 5
Clarifying Objective: 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. Clarifying Objective: 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. Clarifying Objective: 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. Clarifying Objective: 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. Clarifying Objective: 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. Clarifying Objective: 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. Academic Vocabulary: 3 Lessons 1-3 Academic Vocabulary: Academic Vocabulary: Bell Ringer: Teacher creates based on student needs Instructional Tasks: "Catch up day". Reteach a concept some students may have not understand. Instructional Tasks: "Catch up day". Reteach a concept some students may have not understand. Instructional Tasks: "Catch up day". Reteach a concept some students may have not understand. Instructional Tasks: "Teacher creates based on student needs Instructional Tasks: "Instructional Tasks: Instructional Tasks: "Instructional Tasks: "Instructional Tasks: Instructional Tasks: "Instructional Tasks	Day 1- Week of Dec. 2-6	Day 2 Laggart Minarola & Dealta	Laggant Minarala & Daaka	Day 4 Loggon: Minerela & Deale	Day 5
6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. 6. E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops. Academic Vocabulary: Academic Vocabulary: 1 Assessment: Content teacks Academic Vocabulary: Teacher creates based on					
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3 Lessons 1-3		Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	
Bell Ringer: Bell Ringer: Bell Ringer: Description 1- Student reads Bell Ringer: Description 1- Student needs Bell Ringer: Description 1- Student needs Instructional Tasks: Duriton 1- Student needs Bell Ringer: Duriton 1- Student needs Instructional Tasks: Duriton 1- Student needs Bell Ringer: Duriton 2- Create two questions for the test. Instructional Tasks: Instructional Tasks: Instructional Tasks: Duriton 2- Create two questions for the test. Instructional Tasks: Summarizer: Option 2. Virtual Lab Unit 3 Catch up day". Reteach a concept some students may have not understand. "Catch up day". Reteach a concept some students may have not understand. Instructional Tasks: Test Summarizer: Option 3. STEM on pg 208 Dynamic Earth Teacher creates based on student needs Summarizer: Test Summarizer: Test Option 5. Teacher's choice Summarizer: Teacher creates based on student needs Summarizer: Instructional Tasks: Test Summarizer: Test Summarizer: Test Option 5. Teacher's choice Summarizer: Teacher creates based on student needs Summarizer: Instructional Tasks: Test Summarizer: Test Summarizer: Instructional Tasks:					
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Exploration, or quick lab (if didn't do yesterday) Option 5- Teacher's choiceImage: Comparison of the set of the set of ThursdayImage: Comparison of the set of the set of ThursdayImage: Comparison of the set of th					
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Varies depending on the Varies depending on the Test		Assessment:	Assessment:	Assessment:	Assessment:
	option chosen.	option chosen.	option chosen.		