Columbus County Schools
Science Curriculum Guide

SUBJECT: Science	**GRADE LEVEL:** 6th	**GRADING PERIOD:** 3rd/ 4th 9 weeks
Module(s): G- Space Science	Time Frame: 7 weeks	**Unit: 5 Earth/ Moon/ Sun**

Essential Standard: 6. E.1 Understand the earth/moon/sun system, and the properties, structures, and predictable motions of celestial bodies in the Universe.

Lessons:	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
Lesson Name: Earth/ Moon/ Sun **Clarifying Objective:** 6. E.1.1 Explain how the relative motion and relative position of the sun, Earth and moon affect the seasons, tides, phases of the moon, and eclipses. **Time Frame:** 10 days **Essential Question:** What is the significance of the sun and the moon to Earth?	**Literacy Standards:** CCSS.ELA-Literacy.RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts. CCSS.ELA-Literacy.RST.6-8.4. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **Technology Standards:** 6. SI.1 Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.	• Intensity • Equator • Revolution • Rotation • Tides • Lunar • Solar • Force • Eclipse • Orbits • Moon • Satellites	**Formative:** - Write to Learn Science 5 17.1 In what ways does Earth move? Uncovering Student Ideas in Science Vol 1- pg177, 183 - Uncovering Student Ideas in Science Vol 2- pg177 - Uncovering Student Ideas in Science Vol 4- pg161 **Summative:** Science Fusion quizzes, tests, and reviews Chapter quiz from McDougal Unit E Chapters 1-4 Research Project	Earth Sun and Moon Moon Phase Game Currituck County Schools **Scientific Literature** *The Magic School Bus: Lost in Solar System* by Joanna Cole *The Solar System* (Fascinating Facts About) By Jane Walker *Eclipse! : The What, Where, When, and How Guide to Watching Solar and Lunar Eclipses* by Philip S. Harrington Textbook Space Video links The Earth Moon Sun System Moon Phases Powers of Ten 6th Grade McDougal Unit E- Chapters 1-4 Additional Resources in Dropbox

<u>"I Can"Statements:</u> ▪ I can compare and contrast the Earth's revolution and rotation and their effects. ▪ I can demonstrate the Moon's revolution through the moon phases. ▪ I can explain what causes seasons. ▪ I can explain the effect of the gravitational forces between the Earth, Moon and Sun.	6.SI.1.1 Analyze resources in terms of their reliability (which can be determined by currency, credibility, or authority, depending on the topic or purpose) 6.SI.1.2 Analyze content for relevance to the assigned task			

Lesson Name: Planets **Clarifying Objective:** 6. E.1.2 Explain why Earth sustains life while other planets do not based on their properties (including types of surface, atmosphere and gravitational force) and location the Sun. **Time Frame:** 13 days **Essential Question:** Is it possible for us to live somewhere other than Earth? **"I Can"Statements:** ▪ I can compare and contrast Earth's characteristics to the characteristics of the other seven planets. ▪ I can identify the objects that make up the Solar System.	**Technology Standards:** 6. SI.1 Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes. 6.SI.1.1 Analyze resources in terms of their reliability (which can be determined by currency, credibility, or authority, depending on the topic or purpose) 6.SI.1.2 Analyze content for relevance to the assigned task	• Debris • Asteroids • Meteors • Comets • Dust • Gases • solar system • frequencies • atmosphere • radiation	**Formative:** - Write to Learn Astronomy: 2.3 Exploring Space Today - **Uncovering Student Ideas in Science Vol 3**- pg157 - **Science Formative Assessment 75 Practical Strategies for Linking Assessment-** card sorts pg 56-59, KWL Variations pg 128-131, **Summative:** Science Fusion quizzes, tests, and reviews Chapter quiz from McDougal Unit E Chapters 1-4 Research Project	NC DPI Support Document Internet Life on other planets Reading Planets Celestia Planets Planet Profiles Planets and Dwarf Planets Solar System Star Warp Additional Resources in Dropbox 6th Grade McDougal Unit E- Chapters 1-4 UNCW- Mobile Planetarium-Rental $30 Ingram Planetarium- possible Fieldtrip-sunset beach Additional Resources in Dropbox

Lesson Name: Space Exploration **Clarifying Objective:** 6. E.1.3 Summarize space exploration and the understandings gained from them. **Time Frame:** 8 days **Essential Question:** What is the effect of space exploration on or society? **"I Can"Statements:** ▪ I can identify tools and technology that have been used to explore space. ▪ I can identify products that were developed for use in the space program. ▪ I can explain the benefits of space exploration.	**Literacy Standards:** CCSS.ELA-Literacy.RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts. CCSS.ELA-Literacy.RST.6-8.4. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. CCSS.ELA.Literacy.RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.	• exploration • probes • International Space Station • Telescope • Galaxy • black hole	**Formative:** Science Formative Assessment 75 Practical Assessments (Page Keely) pg 121 Juicy Questions **Summative:** Science Fusion quizzes, tests, and reviews Chapter quiz from McDougal Unit E Chapters 1-4 Research Project	www.nasa.gov/ http://sese.asu.edu/teacher-resources www.hubblesite.org/gallery/ www.about.com/od/saturnpictures/lg/saturn-pictures-gallery/ http://www.pbs.org/wgbh/nova/education/blog/tag/space-exploration/ http://science-class.net/Astronomy/Space_Exploration.htm Additional Resources in Dropbox

Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Lesson: Days, Years, Seasons	**Lesson:** Days, Years, Seasons	**Lesson:** Days, Years, Seasons	**Lesson:** Moon Phases and Eclipses	**Lesson:** Moon Phases and Eclipses
Clarifying Objective: 6.E.1.1 **Academic Vocabulary:** rotation, year, solstice, day, season, revolution, equinox	**Clarifying Objective:** 6.E.1.1 **Academic Vocabulary:** rotation, year, solstice, day, season, revolution, equinox	**Clarifying Objective:** 6.E.1.1 **Academic Vocabulary:** rotation, year, solstice, day, season, revolution, equinox	**Clarifying Objective:** 6.E.1.1 **Academic Vocabulary:** satellite, gravity, lunar phases, eclipse, umbra, penumbra	**Clarifying Objective:** 6.E.1.1 **Academic Vocabulary:** satellite, gravity, lunar phases, eclipse, umbra, penumbra
Bell Ringer: What do you know about how Earth moves in space? **Instructional Tasks:** Science Fusion PowerPoint notes on their website- Space Science Unit 3 Lesson 1 (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them **Exit Ticket:** How is a leap year, in which a day is added to every fourth year, related to the time it takes Earth to revolve around the sun?	**Bell Ringer:** What would the seasons be like if the world weren't tilted? (TE pg 186 Probing) **Instructional Tasks:** Finish the PowerPoint presentation if not completed. **Option 1-** Digital Lesson online **Option 2-** Lesson Review **Option 3-** Virtual Lab: Seasons online **Option 4-** Quick Lab TE pg 187 **Option 5-** Graphic Organizer TE pg 190 **Option 6-** Write to Learn Science 5 17.1 In what ways does Earth move? ***CAN BE FOUND UNDER 5TH GRADE!*** **Option 7-** Think Science:	**Bell Ringer:** Teacher Choice **Instructional Tasks:** **Option 1-** choose another option from previous day **Option 2-** Teacher choice **Exit Ticket:** Teacher Choice	**Bell Ringer:** Explain the difference between a revolution and a rotation. How long does Earth take to rotate? How long to revolve? **Instructional Tasks:** Science Fusion PowerPoint notes on their website- Space Science Unit 3 Lesson 2 (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them **Exit Ticket:** Why does the moon's appearance change? (TE pg 156)	**Bell Ringer:** What phase will the moon always be in when a lunar eclipse happens? A solar eclipse? (TE pg 211) **Instructional Tasks:** Finish the PowerPoint presentation if not completed. **Option 1-** Digital Lesson online **Option 2-** Lesson Review **Option 3-** Alternative Assessment (TE pg 207) **Option 4-** Oreo Phases of the Moon http://www.sciencebob.com/blog/?p=828 **Option 5-** Take it Home Journal (TE pg 202) **Option 6-** Going through Phases (TE pg 202) **Option 7-** Virtual Lab

	Analyzing Scientific Explanations (TE pg 199) **Exit Ticket:** Visualize it #8-9 on TE pg 194			Spheres in Space (Online ThinkCentral Lab) **Option 8-** Lunar flipbook (Dropbox) **Option 9-** Bill Nye Moon Video **Option 10-** Moon phases rap (http://www.youtube.com/watch?v=HkvlrWpsnuQ) **Exit Ticket:** How do the earth, the moon, and the sun affect each other? (Answer TE pg 212 #6)
Assessment: Exit Ticket	**Assessment:** Varies	**Assessment:** Varies	**Assessment:** Exit Ticket	**Assessment:** Varies

Day 6 **Lesson:** Moon Phases and Eclipses	**Day 7** **Lesson:** Tides	**Day 8** **Lesson:** Tides	**Day 9** **Lesson:**	**Day 10** **Lesson:**
Clarifying Objective: 6.E.1.1 **Academic Vocabulary:** satellite, gravity, lunar phases, eclipse, umbra, penumbra	**Clarifying Objective:** 6.E.1.1 **Academic Vocabulary:** tide, tidal range, spring tide, neap tide	**Clarifying Objective:** 6.E.1.1 **Academic Vocabulary:** tide, tidal range, spring tide, neap tide	**Clarifying Objective:** 6.E.1.1 **Academic Vocabulary:** rotation, year, solstice, day, season, revolution, equinox, satellite, gravity, lunar phases, eclipse, umbra, penumbra, tide, tidal range, spring tide, neap tide	**Clarifying Objective:** 6.E.1.1 **Academic Vocabulary:** rotation, year, solstice, day, season, revolution, equinox, satellite, gravity, lunar phases, eclipse, umbra, penumbra, tide, tidal range, spring tide, neap tide
Bell Ringer: Teacher Choice **Instructional Tasks:** **Option 1-** choose another option from previous day **Option 2-** Teacher choice **Exit Ticket:** Teacher Choice	**Bell Ringer:** What force causes the interactions between Earth, the moon, and the sun? (gravity) **Instructional Tasks:** Science Fusion PowerPoint notes on their website- Space Science Unit 3 Lesson 3 (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them **Exit Ticket:** What causes tides?	**Bell Ringer:** Venn Diagram for spring and neap tides (TE pg 228) **Instructional Tasks:** Finish the PowerPoint presentation if not completed. **Option 1-** Digital Lesson online **Option 2-** Lesson Review **Option 3-** Alternative Assessment (TE pg 225) **Option 4-** Tide Graphs (TE pg 223) **Exit Ticket:** Engage your Brain (TE pg 226)	**Bell Ringer:** Teacher Choice **Instructional Tasks:** **Option 1-** Space Science Unit 3 Unit Review **Option 2-** Space Science Unit 3 Unit Review and lesson quizzes online **Exit Ticket:** Teacher Choice	**Bell Ringer:** Teacher Choice **Instructional Tasks:** Continue from previous day **Exit Ticket:** Teacher Choice
Assessment: Varies	**Assessment:** Exit Ticket	**Assessment:** Varies	**Assessment:** Lesson and Unit Reviews	**Assessment:** Lesson and Unit Reviews

Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Lesson: Sun	**Lesson:** Sun	**Lesson:** Sun	**Lesson:** Terrestrial Planets	**Lesson:** Terrestrial Planets
Clarifying Objective: 6.E.1.2 **Academic Vocabulary:** solar flare, nuclear fusion, sunspot, prominence	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** solar flare, nuclear fusion, sunspot, prominence	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** solar flare, nuclear fusion, sunspot, prominence	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** terrestrial planet, astronomical unit	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** terrestrial planet, astronomical unit
Bell Ringer: Engage your Brain (TE pg 114) **Instructional Tasks:** Science Fusion PowerPoint notes on their website- Space Science Unit 2 Lesson 3 (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them **Exit Ticket:** Engage your Brain Redo after lesson	**Bell Ringer:** Why is the structure of the sun different than the structure of the earth? (TE pg 115) **Instructional Tasks:** Finish the PowerPoint presentation if not completed. **Option 1-** Digital Lesson online **Option 2-** Lesson Review **Option 3-** Alternative Assessments (TE pg 113) **Option 4-** Solar Activity Game TE pg 112 **Option 5-** Active Sun TE pg 111 **Exit Ticket:** How does the sun produce energy (TE pg 116)	**Bell Ringer:** Teacher Choice **Instructional Tasks:** **Option 1-** Complete activity from yesterday **Option 2-** Teacher Choice **Exit Ticket:** Teacher Choice	**Bell Ringer:** What are the first 4 planets in the solar system in order? **Instructional Tasks:** Science Fusion PowerPoint notes on their website- Space Science Unit 2 Lesson 4 (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them **Exit Ticket:** What factors support life on Earth (TE pg 134 #21)	**Bell Ringer:** Tri Venn-Diagram comparing and contrasting Earth, Mercury, and Venus **Instructional Tasks:** Finish the PowerPoint presentation if not completed. **Option 1-** Digital Lesson online **Option 2-** Lesson Review **Option 3-** Alternative Assessment TE pg 127 **Option 4-** Virtual Lab Altering Planets **Exit Ticket:** How are important properties of Mercury, Venus, and Mars different from important properties on Earth?
Assessment: Exit Ticket	**Assessment:** Varies	**Assessment:** Varies	**Assessment:** Exit Ticket	**Assessment:** Varies

Day 16 **Lesson:** Gas Giants	**Day 17** **Lesson:** Gas Giants	**Day 18** **Lesson:** Gas Giants	**Day 19** **Lesson:** Small Bodies in the Solar System	**Day 20** **Lesson:** Small Bodies in the Solar System
Clarifying Objective: 6.E.1.2 **Academic Vocabulary:** planetary ring, gas giant	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** planetary ring, gas giant	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** planetary ring, gas giant	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** dwarf planet, comet, meteoroid, Kuiper Belt, Oort cloud, meteor, Kuiper Belt object, asteroid, meteorite	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** dwarf planet, comet, meteoroid, Kuiper Belt, Oort cloud, meteor, Kuiper Belt object, asteroid, meteorite
Bell Ringer: Predict Engage Your Brain TE pg 146 **Instructional Tasks:** Science Fusion PowerPoint notes on their website- Space Science Unit 2 Lesson 5 (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them **Exit Ticket:** What is the difference between terrestrial planets and gas giant planets?	**Bell Ringer:** What unique property does each of the gas giants have? (Example answers: Jupiter- most moons and Great Red Spot, Saturn- rings visible from Earth, Uranus- rotates on side, Neptune- strongest winds) **Instructional Tasks:** Finish the PowerPoint presentation if not completed. **Option 1-** Digital Lesson online **Option 2-** Lesson Review **Option 3-** Alternative Assessments (TE pg 145) **Option 4-** Bill Nye Video Planets **Option 5-** Magic School Bus Get Lost In Space **Option 6-** Quick Lab The	**Bell Ringer:** Teacher Choice **Instructional Tasks:** **Option 1-** Complete another activity from yesterday **Option 2-** Teacher Choice **Exit Ticket:** Teacher Choice	**Bell Ringer:** Predict Engage Your Brain TE pg 160 **Instructional Tasks:** Science Fusion PowerPoint notes on their website- Space Science Unit 2 Lesson 6 (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them **Exit Ticket:** Where in the solar system are most of the dwarf planets located? (beyond the orbit of Neptune)	**Bell Ringer:** Why is Pluto no longer considered a planet? (TE pg 162 #9) **Instructional Tasks:** Finish the PowerPoint presentation if not completed. **Option 1-** Digital Lesson online **Option 2-** Lesson Review **Option 3-** Alternative Assessments (TE pg 159) **Option 4-** Virtual Lab Making Meteor Showers **Option 5-** Small Bodies Review Game TE pg 158 **Option 6-** Bill Nye Comets and Meteors Video **Option 7-** Magic School Bus Out of This World

	Winds on Neptune (worksheet online) **Option 7-** Postcards from Space (TE pg 140) **Exit Ticket:** Engage Your Brain TE pg 146 (should know answers)			**Exit Ticket:** Engage Your Brain TE pg 160 (Redo with the correct answers)
Assessment: Exit Ticket	**Assessment:** Varies	**Assessment:** Varies	**Assessment:** Exit Ticket	**Assessment:** Varies

Day 21	**Day 22**	**Day 23**	**Day 24**	**Day 25**
Lesson: Small Bodies in the Solar System	**Lesson:** Small Bodies in the Solar System	**Lesson:** Small Bodies in the Solar System	**Lesson:** Technology for Space Exploration	**Lesson:** Technology for Space Exlporation
Clarifying Objective: 6.E.1.2 **Academic Vocabulary:** dwarf planet, comet, meteoroid, Kuiper Belt, Oort cloud, meteor, Kuiper Belt object, asteroid, meteorite	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** solar flare, nuclear fusion, sunspot, prominence, terrestrial planet, astronomical unit, planetary ring, gas giant, dwarf planet, comet, meteoroid, Kuiper Belt, Oort cloud, meteor, Kuiper Belt object, asteroid, meteorite	**Clarifying Objective:** 6.E.1.2 **Academic Vocabulary:** solar flare, nuclear fusion, sunspot, prominence, terrestrial planet, astronomical unit, planetary ring, gas giant, dwarf planet, comet, meteoroid, Kuiper Belt, Oort cloud, meteor, Kuiper Belt object, asteroid, meteorite	**Clarifying Objective:** 6.E.1.3 **Academic Vocabulary:** space shuttle, probe, orbiter, lander, rover, artificial satellite	**Clarifying Objective:** 6.E.1.3 **Academic Vocabulary:** space shuttle, probe, orbiter, lander, rover, artificial satellite
Bell Ringer: Teacher Choice **Instructional Tasks:** **Option 1-** Complete another activity from previous day **Option 2-** Teacher Choice **Exit Ticket:** Teacher Choice	**Bell Ringer:** Teacher Choice **Instructional Tasks:** **Option 1-** Space Science Unit 2 Unit Review **Option 2-** Space Science Unit 2 Unit Review and lesson quizzes online **Exit Ticket:** Teacher Choice	**Bell Ringer:** Teacher Choice **Instructional Tasks:** Continue from previous day **Exit Ticket:** Teacher Choice	**Bell Ringer:** What do you know about people traveling into space and why do we send spacecrafts into space? **Instructional Tasks:** Science Fusion PowerPoint notes on their website- Space Science Unit 4 Lesson 2 (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them **Exit Ticket:** What types of data are	**Bell Ringer:** Describe the advantages and the disadvantages of sending people into space versus sending unscrewed spacecraft. (TE pg 274) **Instructional Tasks:** Finish the PowerPoint presentation if not completed. **Option 1-** Digital Lesson online **Option 2-** Lesson Review **Option 3-** Alternative Assessments (TE pg 271) **Option 4-** Virtual Lab Exploring with Spacecraft **Option 5-** Write to Learn Astronomy: 2.3 Exploring

			better gathered from space, and what types are better gathered from the ground? (TE pg 275)	Space Today **Option 6-** Design a Spacecraft (TE pg 266) **Option 7-** Analyzing Satellite Images (TE pg 267) **Option 8-** Formative Assessment TE pg 271 **Exit Ticket:** What are some examples of information relayed by communication satellites? (TE pg 277)
Assessment: Varies	**Assessment:** Lesson and Unit Reviews	**Assessment:** Lesson and Unit Reviews	**Assessment:** Exit Ticket	**Assessment:** Varies

Day 26	**Day 27**	**Day 28**	**Day 29**	**Day 30**
Lesson: Technology for Space Exploration	**Lesson:** History of Space Exploration	**Lesson:** History of Space Exploration	**Lesson:** History of Space Exploration	**Lesson:**
Clarifying Objective: 6.E.1.3 **Academic Vocabulary:** space shuttle, probe, orbiter, lander, rover, artificial satellite	**Clarifying Objective:** 6.E.1.3 **Academic Vocabulary:** NASA	**Clarifying Objective:** 6.E.1.3 **Academic Vocabulary:** NASA	**Clarifying Objective:** 6.E.1.3 **Academic Vocabulary:** NASA	**Clarifying Objective:** 6.E.1.3 **Academic Vocabulary:** space shuttle, probe, orbiter, lander, rover, artificial satellite , NASA
Bell Ringer: Teacher Choice **Instructional Tasks:** **Option 1-** Complete another activity from previous day **Option 2-** Teacher Choice **Exit Ticket:** Teacher Choice	**Bell Ringer:** What do you know about past events related to space exploration? **Instructional Tasks:** Science Fusion PowerPoint notes on their website- Space Science Unit 4 Lesson 3 (under lesson teacher support). Copy and paste to a word document to create skeleton notes. Discuss each PowerPoint as you go through them **Exit Ticket:** Do you think space tourism will become a new industry in the future? Why or why not? Would you pay to travel aboard the space station?	**Bell Ringer:** What advantages does a space station have over a space? (TE pg 293) **Instructional Tasks:** Finish the PowerPoint presentation if not completed. **Option 1-** Digital Lesson online **Option 2-** Lesson Review **Option 3-** Fine Arts Connection (TE pg 288) **Option 4-** Space Exploration Timeline Posters (TE pg 284) **Option 5-** Write to Learn Astronomy: 2.2 The Space Program **Option 6-** Language Arts Connection (TE pg 288) **Exit Ticket:** How have space probes extended our knowledge of the solar system? (TE pg 294)	**Bell Ringer:** Teacher Choice **Instructional Tasks:** **Option 1-** Complete another activity from previous day **Option 2-** Teacher Choice **Exit Ticket:** Teacher Choice	**Bell Ringer:** Teacher Choice **Instructional Tasks:** Space Science Unit 3 Unit Review (remove lesson 1 questions) and lesson quizzes online **Exit Ticket:** Teacher Choice
Assessment: Varies	**Assessment:** Exit Ticket	**Assessment:** Varies	**Assessment:** Varies	**Assessment:** Varies

Day 31 Lesson:	Day 32 Lesson:	Day 33 Lesson:	Day 34 Lesson:	Day 35 Lesson:
Clarifying Objective: 6.E.1.3 **Academic Vocabulary:** space shuttle, probe, orbiter, lander, rover, artificial satellite , NASA	**Clarifying Objective:** 6.E.1.2-3 **Academic Vocabulary:** rotation, year, solstice, day, season, revolution, equinox, satellite, gravity, lunar phases, eclipse, umbra, penumbra, tide, tidal range, spring tide, neap tide, solar flare, nuclear fusion, sunspot, prominence, terrestrial planet, astronomical unit, planetary ring, gas giant, dwarf planet, comet, meteoroid, Kuiper Belt, Oort cloud, meteor, Kuiper Belt object, asteroid, meteorite, space shuttle, probe, orbiter, lander, rover, artificial satellite , NASA	**Clarifying Objective:** 6.E.1.2-3 **Academic Vocabulary:** rotation, year, solstice, day, season, revolution, equinox, satellite, gravity, lunar phases, eclipse, umbra, penumbra, tide, tidal range, spring tide, neap tide, solar flare, nuclear fusion, sunspot, prominence, terrestrial planet, astronomical unit, planetary ring, gas giant, dwarf planet, comet, meteoroid, Kuiper Belt, Oort cloud, meteor, Kuiper Belt object, asteroid, meteorite, space shuttle, probe, orbiter, lander, rover, artificial satellite , NASA	**Clarifying Objective:** 6.E.1.2-3 **Academic Vocabulary:** rotation, year, solstice, day, season, revolution, equinox, satellite, gravity, lunar phases, eclipse, umbra, penumbra, tide, tidal range, spring tide, neap tide, solar flare, nuclear fusion, sunspot, prominence, terrestrial planet, astronomical unit, planetary ring, gas giant, dwarf planet, comet, meteoroid, Kuiper Belt, Oort cloud, meteor, Kuiper Belt object, asteroid, meteorite, space shuttle, probe, orbiter, lander, rover, artificial satellite , NASA	**Clarifying Objective:** 6.E.1.2-3 **Academic Vocabulary:** rotation, year, solstice, day, season, revolution, equinox, satellite, gravity, lunar phases, eclipse, umbra, penumbra, tide, tidal range, spring tide, neap tide, solar flare, nuclear fusion, sunspot, prominence, terrestrial planet, astronomical unit, planetary ring, gas giant, dwarf planet, comet, meteoroid, Kuiper Belt, Oort cloud, meteor, Kuiper Belt object, asteroid, meteorite, space shuttle, probe, orbiter, lander, rover, artificial satellite , NASA
Bell Ringer: Teacher Choice **Instructional Tasks:** Continue from previous day **Exit Ticket:** Teacher Choice	**Bell Ringer:** Teacher Choice **Instructional Tasks:** Review **Exit Ticket:** Teacher Choice	**Bell Ringer:** Teacher Choice **Instructional Tasks:** Review **Exit Ticket:** Teacher Choice	**Bell Ringer:** Teacher Choice **Instructional Tasks:** Review **Exit Ticket:** Teacher Choice	**Bell Ringer:** Teacher Choice **Instructional Tasks:** UNIT TEST **Exit Ticket:** Teacher Choice
Assessment: Lesson and Unit Reviews	**Assessment:** Varies	**Assessment:** Varies	**Assessment:** Varies	**Assessment:** UNIT TEST