	Columbus County Schools 6 th Grade Science Curriculum Guide			
SUBJECT: Science	GRADE LEVEL: 6 th Grade	GRADING PERIOD: 1 st 9 weeks		
Module(s): H - Matter and Energy	Time Frame: 6 weeks (3 part unit- 2 weeks a piece)	Unit: One- Structure of Matter		
	Dates: Aug 26 - Oct. 8 th 2013			
Essential Standard: 6. P.2 Understand the structure, classifications, and physical properties. 6. P.3 Understand characteristics of energy transfer and				
interactions of matter and energy.				

Lessons: **Technology and Literacy** Academic Vocabulary: Assessment(s): Additional Resources: Standards and Tasks Lesson Name: WTL- Science 6 14.1 How Formative: NC DPI Support Document Structure of an Atom did we learn about atoms? Atom animation • Hypothesis **Uncovering Student Ideas** Deep Thoughts on Matter Theory **Clarifying Objective:** in Science Vol 3- pg 84- Is **Literacy Standards:** Atoms 6. P.2.1 Recognize that all Evidence • it a theory? Using Static Electricity to CCSS.ELA-Literacy.RST.6-matter is made up of atoms **Uncovering Student Ideas** • Lab Procedures Introduce matter 8.3. Follow precisely a and atoms of the same in Science Vol 3- pg 101-Using Static Electricity to multistep procedure when element are all alike, but are What is a hypothesis? • Atoms Introduce matter Science Fusion- Matter different from the atoms of carrying out experiments, Elements Currituck County Schools • other elements. and Energy Teacher's taking measurements, or Solubility Edition- pg 207 performing technical tasks **Time Frame: Science Formative** • Heat Science Fusion Teachers Edition-Assessment 75 Practical Matter and Energy- Unit 1 pg 1-Mass Dates: (2 weeks - 2 days) **Technology Standards:** Strategies for Linking 117 Aug 26- Sept. 4th (7 days)-• Motion Assessment- Card Sorts pg 6th Grade McDougal Book - Unit Science process 56-59, Muddiest Point pg Weight 6. TT.1: Use technology Sept. 5- Sept.9 (7 days) -138, STIP pg180 B- Chapter 1, Chapter 2 Video Particles and other resources for the Intro to matter Atoms Video purpose of accessing. **Essential Question:** Summative: organizing, and sharing What properties define Examview Module H Additional Resources in Dropbox information. matter? **Science Fusion- Matter** and Energy Teacher's Edition- online Unit Self How can you determine 6. TT.1.2 Select appropriate Ouiz for a review the density of an object? technology tools to organize **Online Science Fusion-**(pg1 of Science fusiondata and information (e.g., Unit Assessment under Matter and Energy) word processor, database, teacher edition-Unit A spreadsheet, graphic test- Assessment guide organizer, audio, and visual recording, online collaboration tools, etc.).

 "I Can" Statements I can write a hypothesis. I can collect and analyze data. I can identify the difference between dependent and independent variables. I can measure using metric units. I can define an element. I can recognize that matter is made of smaller particles called atoms. I can explain why atoms are the building blocks of all matter. I can recognize that all atoms of the same element have the same properties. 	 6.SE.1 Apply responsible behaviors when using information and technology resources 6. SE.1.1 Apply ethical behavior (copyright, not plagiarizing, proper etiquette) when using resources. 6. SE.1.2 Apply the safety precautions necessary when using online resources (personal information, passwords, etc.). 			
 Lesson Name Heat and Energy Clarifying Objective: 6. P.2.2 Explain the effect of heat on the motion of atoms through a description of what happens to particles during a change in phase. 6. P.3.1 Illustrate the transfer of heat energy from warmer objects to cooler ones using examples of conduction, radiation and convection and the effects that may result. 	Literacy Standards: CCSS.ELA-Literacy.RST.6- 8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks Technology Standards: 6. TT.1: Use technology and other resources for the purpose of accessing, organizing, and sharing information.	 Thermal energy Volume Density Expansion Contraction Collision Convection Transfer Transform Radiation Pure Substance Freezing point Boiling point 	 Formative: Density Lab Uncovering Student Ideas in Science Vol 1- pg 79 Science Fusion Matter and Energy pg 25 Teachers edition Why is sound not considered to be matter? What effect does the location of an object have on its mass? Science Formative Assessment 75 Practical Strategies for Linking Assessment- Word Last Word pg 89-91, Justified True or False	Science Fusion Teachers Edition- Matter and Energy- Unit 2 Lesson 3 pg 34- 118, pg 130-185, pg 158-171 Matter by Chris Cooper The Solid Truth About States of Matter with Max Axiom by Agnieszka Biskup WildSide: Weird Science Book Textbook Reference (8th grade textbook) Energy -Book 6th Grade McDougal Book - Unit B- Chapter 1, Chapter 2 Video

Time Frame:	6 TT 1 2 Salaat appropriate		Statements pg 126-127	Cycle of matter
(2 weeks)	6. TT.1.2 Select appropriate		Science Fusion Teachers	 Cycle of matter Using Static Electricity to
Physical Properties	technology tools to organize		Edition- Matter and	
Dates:	data and information (e.g.,			Introduce matter
	word processor, database,		<u>Energy-</u> pg 158	 Using Static Electricity to
Sept 10th- Sept 20th- (10	spreadsheet, graphic		- Have students offer	Introduce matter
days) Changes in Matter/	organizer, audio, and visual		examples of	Additional Resources in Dropbox
Thermal Energy	recording, online		conduction, convection	
Eggential Questions	collaboration tools, etc.).		and radiation from their	
Essential Question: What is the relationship			everyday life.	
±	6.SE.1 Apply responsible		- <u>Science Fusion</u>	
between heat and	behaviors when using		Teachers Edition-	
temperature?	information and technology		Matter and Energy- pg	
How does heat affect the			165- Think Fast	
motion of atoms?	resources		Assessment	
	C SE 1 1 Apple - dites 1			
<u>"I Can" Statements</u>	6. SE.1.1 Apply ethical		Summative:	
	behavior (copyright, not		- Benchmark	
• I can identify the three	plagiarizing, proper		 Examview Module H 	
phases of matter.	etiquette) when using		- Science Fusion	
• I can explain how heat	resources.		Teachers Edition-	
encourages phase			Matter and Energy- pg	
change.	6. SE.1.2 Apply the safety		165- Thermal Energy	
• I can identify the	precautions necessary when		and its Transfer- lesson	
physical properties of	using online resources			
matter.	(personal information,		quiz and End of unit	
	passwords, etc.).		test	
Lesson Name	WTL-Chemical Building	- The market and the second	Formative:	Science Fusion Teachers Edition-
States of Matter	Blocks: 1.1 Describing	• Thermal energy	rormative.	Matter and Energy - pg 34- 118, pg
	Matter	 Technological 	- Fusion Matter and Energy	130-185
<u>Clarifying Objective:</u>	<u>Matter</u>	design	pg 73 Teachers edition	150-165
6.P.2.3 Compare the	Litanaay Standarda	 Insulator 	- Fusion Matter and Energy	Matter by Chris Cooper
physical properties of	Literacy Standards:	Conduction	pg 25 Teachers edition	Matter by Chills Cooper
pure substances that are	CCSS.ELA-Literacy.RST.6-	Expansion	- States of Matter lab	The Solid Truth About States of Matter
independent of the	8.3. Follow precisely a	Contraction	- Science Fusion- Matter	with Max Axiom by Agnieszka Biskup
amount of matter present	multistep procedure when	Pure	and Energy Teacher's	with Max Arion by Agneszka Diskup
1	carrying out experiments,		Edition- pg 105Describe what happens to	WildSide: Weird Science Book
including density,	taking measurements, or	• Substance	the particles of a substance	Textbook Reference (8th grade
melting point, boiling	performing technical tasks	• Freezing point	when it changes from a gas	textbook (keletenee (our grade
point, and solubility to		 Boiling point 	to a liquid to a solid. Use the	Untoook)
properties		Solubility	terms condensation and	

that are dependent on	Technology Standards:		freezing.	Energy -Book
the amount of matter		-	What happens to mass when	
present to include	6. TT.1: Use technology		a substance changes state?	6th Grade McDougal Book - Unit B-
volume, mass and	and other resources for the		Summative:	Chapter 1, Chapter 2 Video
weight.	purpose of accessing,	-	Benchmark	
	organizing, and sharing	-	Examview Module H	 Cycle of matter
6. P.3.3 Explain the	information.	-	Science Fusion- Matter	 Using Static Electricity to
suitability of materials for use	information.		and Energy Teacher's	Introduce matter
in technological design based	6 TT 1 2 Salaat appropriate		Edition- pg 207- Changes	 Using Static Electricity to
on a response to heat (to	6. TT.1.2 Select appropriate		of State- online resource-	Introduce matter
include conduction,	technology tools to organize		Unit test A and B and lesson	•
expansion, and contraction) and electrical energy	data and information (e.g.,		quiz.	Additional Resources in Dropbox
(conductors and insulators).	word processor, database,			
(spreadsheet, graphic			
Time Frame:	organizer, audio, and visual			
(2 weeks 2 days)	recording, online			
Physical Properties	collaboration tools, etc.).			
Dates:				
Sept 23- Oct 2 (7 days)	6.SE.1 Apply responsible			
Oct 3^{rd} - Oct 8^{th} (4 days)	behaviors when using			
Essential Question:	information and technology			
What are physical and	resources			
chemical properties of				
matter?	6. SE.1.1 Apply ethical			
How does the use of energy	behavior (copyright, not			
resources affect the	plagiarizing, proper			
environment?	etiquette) when using			
	resources.			
"I Can" Statements-				
• I can identify the three phases of matter.	6. SE.1.2 Apply the safety			
 I can explain how heat 	precautions necessary when			
encourages phase change.	using online resources			
• I can identify the physical	(personal information,			
properties of matter.	passwords, etc.).			
 I can compare/contrast 	1			
and give examples of conductors and insulators.				
 I can define thermal 				
energy.				

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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 it's original format. Please PREVIEW and adjust for your population.

Day 1- Aug. 26 th -30th	Day 2	Day 3	<u>Day 4</u>	Day 5
Lesson: Procedures	Lesson: Procedures	Lesson: Procedures	Lesson: Procedures	Lesson: Procedures
Clarifying Objective:	<u>Clarifying Objective:</u>	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:
6. P.2.1 Recognize that all	6. P.2.1 Recognize that all	6. P.2.1 Recognize that all	6. P.2.1 Recognize that all	6. P.2.1 Recognize that all
matter is made up of atoms	matter is made up of	matter is made up of atoms	matter is made up of atoms	matter is made up of atoms
and atoms of the same	atoms and atoms of the	and atoms of the same	and atoms of the same	and atoms of the same
element are all alike, but	same element are all alike,	element are all alike, but	element are all alike, but	element are all alike, but
are different from the	but are different from the	are different from the	are different from the	are different from the atoms
atoms of other elements.	atoms of other elements.	atoms of other elements.	atoms of other elements.	of other elements.
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:
"Get to Know you Day"	Lab Procedures	Lab Procedures	Hypothesis	Hypothesis/ Experiment
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
List three things you would	List three things you may	List an important lab safety	Option 1- List two objects	What is the importance of
like the teacher to know	find in a science lab.	rule and explain the	from the lab tool	creating a hypothesis
about you.		importance of this rule.	demonstration yesterday	before an experiment? Use
			and describe the use of	complete sentences.
Instructional Tasks:	Instructional Tasks:	Instructional Tasks:	these tools.	Instructional Tasks:
			Option 2- Uncovering	
Class Rules/ Procedures	Students will pair up and	Review homework	Student Ideas in Science	Show examples of
Get to know you	be given a science lab	worksheet	Vol 3- pg 101- What is a	Ifthenbecause
worksheet/ Activity.	procedure. They will be	Demonstrate lab tools such	hypothesis?	hypothesis and explain why
Think-pair –share among	required to reword the	as, microscopes, slides,	Instructional Tasks:	the science community
students. Students share	procedure and create a	beaker, test tubes, etc.	Review Homework/ Class	chooses this written form of
with one another	matching picture.	Youtube video- safety	discussion of	hypothesis. (Good
interesting facts about	Lab procedure worksheet.	procedure rap- Students	Procedures/Safety	Hypothesis-Situations
themselves.	Find the problems in the	enjoy this video so I show	Discuss the importance of	Only- Worksheet in
<u>Summarizer:</u>	picture(in dropbox	it twice	hypothesis. D&T group	dropbox)
Have students share one or	resources)	<u>Summarizer:</u>	activity. Students will be	Summarizer:
two things about their	<u>Summarizer:</u>	Exit Slip- The most	grouped and pull words to	Discuss a couple of the
partner in front of the class.	Exit slip- Write a quick	important thing I learned	create a hypothesis.	hypothesis to insure the
	summary about	today was	(Directions are on the	students understand how to
			worksheet, as well as	write a thorough educated
			discussion questions.)	guess.
			Draw a picture to illustrate	
			your final hypothesis, be	

			sure to use at least 4 different colors. <u>Summarizer:</u> Write 3-5 complete sentences on what you learned by doing this activity and be sure to incorporate some of the things we discussed in class.	
Assessment: observation	Assessment/ homework: observation/ if the lab procedure worksheet is not completed, students will finish this for homework.	Assessment: SpongeBob Lab safety worksheet. Students need to highlight what Patrick and Spongebob are doing wrong and fix three errors created by Spongebob or Patrick and implement the correct procedure.	Assessment: Observation	Assessment: Observation

Day-1- Sept. 2 nd -6 th	Day 2	Day 3	Day 4	Day 5
Lesson: Labor Day	Lesson: Hypothesis	Lesson: Experiment	Lesson: Matter and Energy	Lesson: Matter and
				Energy
Bell Ringer:	Bell Ringer:	Bell Ringer:	<u>Clarifying Objective:</u>	Clarifying Objective:
Labor Day	How does creating an	Review your hypothesis	6. P.2.1 Recognize that all	6. P.2.1 Recognize that all
	ifthenbecause	and procedures of the	matter is made up of atoms	matter is made up of atoms
Instructional Tasks:	hypothesis important in	experiment with your	and atoms of the same	and atoms of the same
	creating an experiment?	group member.	element are all alike, but	element are all alike, but
			are different from the	are different from the atoms
	Instructional Tasks:	Instructional Tasks:	atoms of other elements.	of other elements.
Summarizer:	Students will complete the	Students will execute the	Academic Vocabulary:	Academic Vocabulary:
	worksheet Question and	experiment from part 2 of	Matter, mass, weight,	density, volume
	Hypothesis(Part1-	their worksheet Question		
	Questions only today) to	and hypothesis.	Bell Ringer:	Bell Ringer:
	better understand how to	Divide the students into	What do you think/know	Are volume and density the
	create a hypothesis. This	groups and have each	about matter?	same thing? Explain why or
	will lead us into creating	group test a difference		why not?
	an experiment for	substance. Students can		
	hypothesis.	then share their data with	Instructional Tasks:	Instructional Tasks:
	Summarizer:	different groups as a think-		
	Think-pair- share with a	pair- share activity.	Science Fusion	Continue notes if
	classmate	Students will then	PowerPoint notes on their	necessary.
	ifthenbecause	complete the graph of their	website Unit 1 lesson 1-	<u>Option 1-</u> Pg 18-19
	hypothesis. Were they the	experiment.	Intro to matter (under	Teacher's edition- Matter
	same or different? Why?	Summarizer:	lesson teacher support).	and Energy. Daily Demo-,
		Share your conclusion	Copy and paste to a word	exploration Lab, or Quick
		from your experiment with	document to create	lab will be a good resource
		your classmates.	skeleton notes.	for hands on or a
			Discuss each PowerPoint	demonstration activity.
			as you go through them.	
				Option 2-Digital video
			Summarizer:	lesson found on Science
			Are mass and weight the	Fusion website (found
			same thing? Explain why	under student or teacher.)
			or why not?	Work on student lesson

				review. (Possible experiment- How is density determined? Using pumice and obsidian rock) pg 29 teachers edition-matter and energy) <u>Summarizer:</u> What properties define matter? Explain using at least two sentences.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
(Formative and/or Summative)	Observation	If students do not finish the graph portion of their	observation	observation
Summative)		worksheet, they should		
		complete this as		
		homework. (The completed worksheet/		
		activity can be used as an		
		assessment or grade.)		

Day 1 week of Sept. 9-13	Day 2	Day 3	Day 4	<u>Day 5</u>
Lesson: Matter and	Lesson: Matter and	Lesson: Matter and Energy	Lesson: Matter and Energy	Lesson: Matter and
Energy	Energy			Energy
Clarifying Objective:	<u>Clarifying Objective:</u>	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:
6. P.2.1 Recognize that all	6. P.2.1 Recognize that all	6. P.2.1 Recognize that all	6. P.2.1 Recognize that all	6. P.2.1 Recognize that all
matter is made up of atoms	matter is made up of	matter is made up of atoms	matter is made up of atoms	matter is made up of atoms
and atoms of the same	atoms and atoms of the	and atoms of the same	and atoms of the same	and atoms of the same
element are all alike, but	same element are all alike,	element are all alike, but	element are all alike, but	element are all alike, but
are different from the	but are different from the	are different from the	are different from the	are different from the atoms
atoms of other elements.	atoms of other elements.	atoms of other elements.	atoms of other elements.	of other elements.
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:
Physical property,	Solubility, melting point,	Chemical change, physical	Chemical change, physical	Atom, element, compound,
chemical property,	boiling point,	change, Law of	change, Law of	mixture, pure substance,
malleability	conductivity,	Conservation of Mass	Conservation of Mass	homogeneous and
				heterogeneous
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
Give two examples of	Why do automobiles rust	Explain why or why not	Explain how higher	Explain the Law of
matter and two examples	easier in wet climates than	the size of an object does	temperatures influence a	Conservation of Mass in
of things that are not	dryer climates?	or does not affect the	chemical change? Give an	your own words.
matter.		characteristics of an	Example. (higher the	
Instructional Tasks:	Instructional Tasks:	object? (characteristic	temperature, the quicker	Instructional Tasks:
		properties stay the same	the reaction will occur.	
Science Fusion PowerPoint	Continue notes if	regardless of the amount of	Ex- cake)	Science Fusion PowerPoint
notes on their website Unit	necessary.	the sample)	Instructional Tasks:	notes on their website Unit
1 lesson 2- Properties of	<u>Option 1</u> - Pg 36-	Instructional Tasks:		1 lesson 4- Pure substances
matter (under lesson	37Teacher's edition-		Continue notes if	and mixtures (under lesson
teacher support). Copy and	Matter and Energy. Daily	Science Fusion PowerPoint	necessary.	teacher support). Copy and
paste to a word document	Demo, Exploration or	notes on their website Unit	<u>Option 1-</u> Pg 64-66	paste to a word document
to create skeleton notes.	Quick lab will be a good	1 lesson 3- Physical and	S.T.E.M Project –	to create skeleton notes.
Discuss each PowerPoint	resource for hands on or a	Chemical changes (under	Building a cooler-	Discuss each PowerPoint as
as you go through them.	demonstration activity.	lesson teacher support).	Teacher's edition. This lab	you go through them.
<u>Summarizer:</u>	Option 2-Digital video	Copy and paste to a word	will be a good resource for	**Students can work on
Predict: If you let all of the	lesson found on Science	document to create	hands on activity. This	their S.T.E.M. projects as
liquid evaporate out of the	Fusion website (found	skeleton notes.	will take at least two class	an option. **
pitcher would you be able	under student or teacher.)	Discuss each PowerPoint	periods to complete.	

to see the solid particles	Work on student lesson	as you go through them.	Option 2- Pg 52-53	Summarizer:
from the drink mix?	review.		Teacher's edition- Matter	How could you separate a
Explain. (answer on pg 44		Summarizer:	and Energy. Daily Demo	mixture of rock and sand?
science fusion teachers	<u>Summarizer:</u>	What happens to a	or Quick lab will be a	
edition- matter and energy)	Explain the difference	substance during a physical	good resource for hands	
	between physical and	change? (chemical identity	on or a demonstration	
	chemical properties of	remains the same, but	activity.	
	your object from home.	physical does not) A	Digital video lesson found	
	Draw a picture of your	chemical change? (a new	on Science Fusion website	
	object and label and	substance with new	(found under student or	
	identify the properties.	properties is formed)	teacher.)	
			Work on student lesson	
			review.	
			<u>Summarizer:</u>	
			What are physical and	
			chemical changes of	
			matter?	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
observation	Collect the summarizer as	observation	S.T.E.M. Project and	S.T.E.M. Project and
**Homework- Bring one	an assessment grade.		option two may be used as	option two may be used as
object from home to			an assessment grade.	an assessment grade.
discuss physical and				
chemical properties.**				

Day 1- Sept. 16 th -20 th	Day 2	Day 3	Day 4	<u>Day 5</u>
Lesson: Matter and	Lesson: Matter and	Lesson: Matter and Energy	Lesson: Matter and Energy	Lesson: Matter and
Energy	Energy			Energy
Clarifying Objective:	<u>Clarifying Objective:</u>	Clarifying Objective:	<u>Clarifying Objective:</u>	Clarifying Objective:
6. P.2.1 Recognize that all	6. P.2.2 Explain the effect	6. P.2.2 Explain the effect	6.P.2.3 Compare the physic	1
matter is made up of atoms	of heat on the motion of	of heat on the motion of	properties of pure substance	physical properties of pure
and atoms of the same	atoms through a	atoms through a	that are independent of the	substances that are
element are all alike, but	description of what	description of what	amount of matter present	independent of the amount
are different from the	happens to particles	happens to particles during	including density, melting	of matter present including
atoms of other elements.	during a change in phase.	a change in phase.	boiling point, and solubilit	density, melting point,
			properties that are depended	boiling point, and solubility
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	the amount of matter prese	to properties that are
Atom, element, compound,	Solid, liquid, gas	Solid, liquid, gas	to include volume, mass an	dependent on the amount of
mixture, pure substance,			weight.	matter present to include
homogeneous and				volume, mass and weight.
heterogeneous			Academic Vocabulary:	
			Freezing, melting, boiling,	Academic Vocabulary:
			evaporation, condensation,	Freezing, melting, boiling,
			sublimation, deposition	evaporation, condensation,
				sublimation, deposition
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
Complete the classifying	What can you find in a	What happens to the	What is the boiling and	Water freezes and melts at
matter graphic organizer pg	fish tank that is a solid,	kinetic energy of particles	freezing point of water?	0 degrees Celsius. Why can
81 (Science Fusion –	liquid and gas?	of the substance as the	List it in Fahrenheit and	water freeze and melt at the
Teachers edition- Matter		substance changes from	Celsius.	same temperature? (answer
and energy)		liquid to gas? (it increases)		on Pg 108 Science fusion-
Instructional Tasks:	Instructional Tasks:	Instructional Tasks:	Instructional Tasks:	matter and energy
				Instructional Tasks:
Continue notes if	Science Fusion	Continue notes if	Science Fusion	
necessary.	PowerPoint notes on their	necessary.	PowerPoint notes on their	Continue notes if
Option 1 - Pg 70-71	website Unit 1 lesson 5-	Option 1 - Pg 70-71	website Unit 1 lesson 6-	necessary.
Teacher's edition- Matter	States of matter (under	Teacher's edition- Matter	Changes of State (under	Option 1 - Pg 100-101
and Energy. Daily Demo,	lesson teacher support).	and Energy. Daily Demo,	lesson teacher support).	Teacher's edition- Matter
Exploration or Quick lab	Copy and paste to a word	Exploration or Quick lab	Copy and paste to a word	and Energy. Daily Demo,
will be a good resource for	document to create	will be a good resource for	document to create	Exploration or Quick lab
hands on or a	skeleton notes.	hands on or a	skeleton notes.	will be a good resource for

demonstration activity.	Discuss each PowerPoint	demonstration activity.	Discuss each PowerPoint	hands on or a
Option 2 - Digital video	as you go through them.	Option 2- Digital video	as you go through them.	demonstration
lesson found on Science	Use students to show how	lesson found on Science	Summarizer:	Option 2 -Digital video
Fusion website (found	the particles of the solid	Fusion website (found	Visualize It- Teacher	lesson found on Science
under student or teacher.)	liquid and gas looks like.	under student or teacher.)	edition- Matter and Energy	Fusion website (found
Work on student lesson	Gas- have the students	Work on student lesson	pg 107. Pull up the picture	under student or teacher.)
review.	spread out, liquid- have	review.	and have students analyze,	Work on student lesson
	students kind of close	Summarizer:	label and categorize the	review.
Summarizer:	together, solid- have the	Summative Assessment	picture. Directions are	Summarizer:
How do pure substances	students stand shoulder to	Activity on pg 75 Matter	listed.	What would happen to the
and mixtures compare?	shoulder	Menu pg. 75 Teacher's		amount of matter on Earth
	<u>Summarizer:</u>	Edition		if mass was not conserved
	Draw a picture of the			during a change of state?
	particles in a solid form,			(answer on Pg 112 Science
	liquid form and gas.			fusion- matter and energy)
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Bellringer can be used as	observation/ picture	Summative assessment –	observation	Exit slip may be picked up
an assessment.		Matter Menu pg. 75		for an assessment.
		Teacher's Edition		

Day 1- Sept 23- 27	Day 2	Day 3	Day 4	Day 5- Sept 27th
Lesson: Matter and	Lesson: Matter and	Lesson: Matter and Energy	Lesson: Matter and Energy	Lesson: NO SCHOOL
Energy	Energy			
<u>Clarifying Objective:</u>	<u>Clarifying Objective:</u>	<u>Clarifying Objective:</u>	Clarifying Objective:	Clarifying Objective:
6. P.3.1 Illustrate the	6. P.3.1 Illustrate the	6. P.3.3 Explain the	6. P.3.3 Explain the	
transfer of heat energy	transfer of heat energy	suitability of materials for	suitability of materials for	
from warmer objects to	from warmer objects to	use in technological design	use in technological design	Academic Vocabulary:
cooler ones using examples	cooler ones using	based on a response to heat	based on a response to	
of conduction, radiation	examples of conduction,	(to include conduction,	heat (to include	
and convection and the	radiation and convection	expansion, and contraction)	conduction, expansion,	
effects that may result.	and the effects that may	and electrical energy	and contraction) and	
	result.	(conductors and	electrical energy	
Academic Vocabulary:		insulators).	(conductors and	
Thermal Energy,	Academic Vocabulary:	Academic Vocabulary:	insulators).	
conduction, heat,	Thermal Energy,	renewable, nonrenewable	Academic Vocabulary:	
conductor, insulator,	conduction, heat,	resources, fossil fuels	renewable, nonrenewable	
calorie, convection,	conductor, insulator,		resources, fossil fuels	
radiation	calorie, convection,			
	radiation			
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
What happens to the	Explain the difference	Define the academic	What are some examples	
particles in an object as it	between conduction,	vocabulary terms.	of energy use that you	
is heated up?	convection, and radiation.	Instructional Tasks:	have already encountered	Instructional Tasks:
Instructional Tasks:	Instructional Tasks:		today? (bus, lights, car,	
		Science Fusion PowerPoint	food for the body)	
Science Fusion PowerPoint	Continue notes if	notes on their website Unit	Instructional Tasks:	<u>Summarizer:</u>
notes on their website Unit	necessary.	2 lesson 4- Thermal		
2 lesson 3- Thermal	Option 1 - Pg 160-161	Energy and Heat (under	Option 1 - Pg 174-175	
Energy and Heat (under	Teacher's edition- Matter	lesson teacher support).	Teacher's edition- Matter	
lesson teacher support).	and Energy. Daily Demo	Copy and paste to a word	and Energy. Daily Demo	
Copy and paste to a word	or Quick lab will be a	document to create	or Quick lab will be a	
document to create	good resource for hands	skeleton notes.	good resource for hands	
skeleton notes.	on or a demonstration	Discuss each PowerPoint	on or a demonstration	
Discuss each PowerPoint	activity	as you go through them	activity	
as you go through them	Option 2- Digital video		Option 2- Digital video	
	lesson found on Science		lesson found on Science	

Summarizer: What are two factors that determine the thermal energy of a substance?	Fusion website (found under student or teacher.) Work on student lesson review/ study guide. <u>Summarizer:</u> What is the relationship between heat and energy?	Summarizer: Name one renewable and no-renewable resource. Explain.	Fusion website (found under student or teacher.) Work on student lesson review/ study guide. <u>Summarizer:</u> How does the use of energy resources affect the environment?	
Assessment: observation	Assessment: Lesson quizzes (Science Fusion online) for homework as a unit packet due two days before a test. Students will be responsible for working on their unit packet on their own time.	Assessment: observation/ class discussion	Assessment: Science Fusion pg 179 matter and energy. Our energy use tic-tac-toe	Assessment:

Day 1- Sept 30 th - Oct. 4th	Day 2	Day 3	Day 4	Day 5
Lesson: Matter and Energy	Lesson: Matter and	Lesson: Matter and Energy	Lesson: Matter and	Lesson: Matter and Energy
	Energy		Energy	
Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:
	Review 6.p.2.1, 6.p.2.2,		Review 6.p.2.1, 6.p.2.2,	
Review 6.p.2.1, 6.p.2.2,	6.p.3.1, 6.p.3.3	Review 6.p.2.1, 6.p.2.2,	6.p.3.1, 6.p.3.3	
6.p.3.1, 6.p.3.3		6.p.3.1, 6.p.3.3		Academic Vocabulary:
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	
		Unit 1 Vocab, Unit 2	Unit 1 Vocab, Unit 2	
		Lesson 3 Vocab	Lesson 3 Vocab	
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
Teacher creates based on	Teacher creates based on	Do you think that solids	List three common	
student needs	student needs	can undergo convection?	questions the students had	
		Explain	the day before as the	Instructional Tasks:
		(no, particles in a solid	bellringer. Students can	
Instructional Tasks:	Instructional Tasks:	cannot move freely so they	work in pairs to find the	
		cannot change places as	answer. Students need to	
"Catch up day". Reteach a	"Catch up day". Reteach a	different areas become	prepare to share the	
concept some students may	concept some students	more or less dense.)	answer to the class.	<u>Summarizer:</u>
have not understand.	may have not understand.	Instructional Tasks:	Instructional Tasks:	
Summarizer:	Summarizer:	As a review students will	Students should finish the	
Teacher creates based on	Teacher creates based on	go over and correct their	review and go over and	
student needs	student needs	lesson quizzes from	correct their lesson quizzes	
		homework. We will check	from homework. We will	
		and discuss each question.	check and discuss each	
		This will possibly take two	question. This will	
		class periods to complete.	possibly take two class	
		<u>Summarizer:</u>	periods to complete.	
		3-2-1; 3 things I found	Summarizer:	
		important, 2 things I found	List three test/study	
		interesting, 1 question I	strategies that can help	
		still have. Collect this slip	you prepare for the test on	
		for the bellringer	Tuesday.	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
observation. Discussion,	observation. Discussion,	Lesson quizzes (Science	Review Grade	

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labs	labs	Fusion online) for
		homework as a unit packet
		due two days before a test.
		Students will be
		responsible for working on
		their unit packet on their
		own time.

Day 1- Oct. 7th- Oct. 11th	Day 2	Day 3	Day 4	Day 5
Lesson: Matter and Energy	Lesson: Matter and Energy	Lesson:	Lesson:	Lesson:
Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:	Clarifying Objective:
Review 6.p.2.1, 6.p.2.2,	Review 6.p.2.1, 6.p.2.2,	Begin Unit 2		
6.p.3.1,	6.p.3.1,			
-	-		Academic Vocabulary:	Academic Vocabulary:
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:		
Unit 1 Vocab, Unit 2 Lesson	Unit 1 Vocab, Unit 2 Lesson			
3 Vocab	3 Vocab			
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
What kind of matter makes	Option 1- Study with a			
up a cloud? (water; remind	partner before the test.			
students that clouds are made	Option 2- Create two	Instructional Tasks:	Instructional Tasks:	Instructional Tasks:
of liquid water and not water	questions for the test.	(Labs, Readings, Literacy and	(Labs, Readings, Literacy	(Labs, Readings, Literacy and
vapor)	Teacher will choose	Technology Tasks, Write to	and Technology Tasks, Write	Technology Tasks, Write to
	questions for a bonus	Learn, Assignments, Group	to Learn, Assignments,	Learn, Assignments, Group
Instructional Tasks:	question.	Work, Research, Etc.)	Group Work, Research, Etc.)	Work, Research, Etc.)
Option 1 -Teacher's option of	Instructional Tasks:			
review activity.		Summarizer:	<u>Summarizer:</u>	<u>Summarizer:</u>
Option 2- Bill Nye video on	Test			
Atoms in Dropbox with	Summarizer:			
worksheet.	Individual activity for			
ParrMr Science Songs on	students who have			
youtube. Includes words to	completed their test early.			
the songs.				
Summarizer:				
Name something you found				
interesting from the review/				
song/ video.				
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Observation	Review packet can be taken	(Formative and/or	(Formative and/or	(Formative and/or
	up for a grade.	Summative)	Summative)	Summative)