

Sixth Grade Science Curriculum Bundle # 9

Title	Suggested Dates
Atmosphere & Weather	February 22-March 12 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
The atmosphere interacts with and has an effect on the earth.	<p>How does the jet stream affect weather?</p> <p>How is energy dispersed through the atmospheric layers?</p> <p>How is ozone layer affected by pollution?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>6.8 The student knows that complex interactions occur between matter and energy.</p> <p>6.8B Explain and illustrate the interactions between matter and energy in the water cycle and in the decay of biomass.</p>	<p>Including:</p> <ul style="list-style-type: none"> --- Precipitation <ul style="list-style-type: none"> • Conversion of gravitational potential energy to kinetic energy --- Condensation <ul style="list-style-type: none"> • release of heat energy during change of state (losing energy) --- Evaporation <ul style="list-style-type: none"> • absorption of heat energy in change of state (gaining energy) --- Transpiration --- Decay of biomass <p>Such as:</p> <ul style="list-style-type: none"> --- Decomposition (in a compost bin) --- Showing energy change using thermometers <p>Teacher Note: Discuss energy interactions with:</p> <ul style="list-style-type: none"> • The sun as the major source of energy for the Earth • Water as a solvent dissolving minerals and carrying them to the ocean. 	<p>Vocabulary: water cycle, atmosphere, troposphere, stratosphere, mesosphere, thermosphere, ionosphere, exosphere, warm front, cold front, jet stream, wind, ozone</p> <p>AVID Activity- Writing in Science pages 22-23 “Pre-write and Quickwrite”</p> <p>Review Water Cycle only.</p>
<p>6.14 The student knows the structures and functions of Earth systems.</p>	<p>Including:</p> <ul style="list-style-type: none"> --- Components of the atmosphere --- Layers of the atmosphere 	<p>Gateway Book – SE pages 126-141, TE pages 87-97</p> <p>Weather Resources</p>

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<p>6.14C Describe components of the atmosphere, including oxygen, nitrogen, and water vapor, and identify the role of atmospheric movement in weather change.</p>	<p>--- Atmospheric Movement</p> <ul style="list-style-type: none"> • Warm and cold fronts • Wind • Jet stream <p><u>Teacher Note:</u> Relate all to water cycle.</p>	<p>http://www.windows.ucar.edu/tour/link=/teacher_resources/activity.html&edu=elem</p> <p>Prepare a Texas weather report to highlight the relationship between atmospheric movement and weather changes across the state.</p> <p>Greenhouse Effect Lab: Textbook Calculator-Based Lab.</p> <p>Ozone News Zone: Ecolab See Textbook.</p> <p>Atmosphere Activities http://www.math.montana.edu/~nmp/materials/ess/atmosphere/assessment/novice/activity.html</p> <p>Weather Activities http://www.geosociety.org/educate/LessonPlans/i_weather.htm</p>
<p>6.1 Conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.</p> <p>6.1A Demonstrate safe practices during field and laboratory investigations. Including</p>	<p><u>Including:</u></p> <ul style="list-style-type: none"> --- Safe practices with lab equipment --- Continue to follow District Safety Contract --- Continue to operate in accordance with the Texas Safety Standards <p><u>Teacher Note:</u> Safety skills and process TEKS should be embedded and reinforced throughout the year.</p>	<p>Texas Safety Standards</p>
<p>6.1 Conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.</p> <p>6.1B Make wise choices in the use and conservation of resources and the disposal and recycling of materials.</p>	<p><u>Including:</u></p> <ul style="list-style-type: none"> --- Recycling of lab materials 	
<p>6.2 Uses scientific methods during fields and laboratory investigations.</p> <p>6.2A Plan and implement descriptive and simple experimental investigations, including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.</p>	<p><u>Including:</u></p> <ul style="list-style-type: none"> --- Independent and dependent variables --- Controls --- Procedures --- Materials --- Using a standard lab report format <p><u>Teacher Note:</u> Emphasize that not all parts of scientific method may be used for every investigation and the ones that are used depends on the task.</p>	<p>AVID Activity- Writing in Science pages 55-94 “Experimental Design Lab Report Activities”</p>

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<p>6.2 Uses scientific methods during fields and laboratory investigations.</p> <p>6.2B Collect information by observing and measuring.</p>	<p>Including:</p> <ul style="list-style-type: none"> --- Collecting information using the metric system <ul style="list-style-type: none"> • Introduce metric system --- Pre-AP: Emphasis on using probeware in a variety of situations <p><u>Teacher Note:</u> Measurement exercises should progress across the middle school grade levels and begin by developing conceptual understanding. In sixth grade it is most important to learn the different metric units (meter, kilogram, liter, etc.) and develop an intuitive sense of the size of them (a meter is about the height of a doorknob, a paperclip is about 1 gram, etc.)</p> <p><i>New TEK 2010-2011-collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.</i></p>	<p>AVID Activity- Writing in Science pages 26-28 “Observation Narrative”</p>
<p>6.2 Uses scientific methods during fields and laboratory investigations.</p> <p>6.2C Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.</p>	<p>Including:</p> <ul style="list-style-type: none"> --- Look for trends and/or patterns specific in the data and/or graph 	<p>AVID Activity- Writing in Science pages 29-30 “Comparative Analysis”</p>
<p>6.2 Uses scientific methods during fields and laboratory investigations.</p> <p>6.2D Communicate valid conclusions.</p>	<p>Including:</p> <ul style="list-style-type: none"> --- Relate conclusion to hypothesis/problem --- Identify sources of error/ways to improve investigation --- Communicate conclusion effectively in writing 	<p>AVID Activity- Reading in Science pages 111-132 “Additional Active Reading Graphic Organizers”</p>
<p>6.2 Uses scientific methods during fields and laboratory investigations.</p> <p>6.2E Construct simple graphs, tables, maps, and charts using tools including computers to organize, examine and evaluate data.</p>	<p>Including:</p> <ul style="list-style-type: none"> --- Organization of data <ul style="list-style-type: none"> • data charts --- Graphing data-bar graph & line graph <ul style="list-style-type: none"> • label each axis with name and units • provide a descriptive title --- Identify appropriate use of different types of data representation 	

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<p>6.3 Uses critical thinking and scientific problem solving to make informed decisions.</p> <p>6.3A Analyze, review, and critique scientific explanations, including hypotheses and theories as to their strengths and weaknesses using scientific evidence and information.</p>	<p><u>Teacher Note:</u> --- Emphasize the nature of scientific explanations: testability, repeatability, evidence, predictive nature --- Relate to labs throughout the year</p>	
<p>6.3 Uses critical thinking and scientific problem solving to make informed decisions.</p> <p>6.3B Draw inferences based on information related to promotional materials for products and services.</p>	<p>Such as: ---promotional materials related to weather</p>	
<p>6.3 Uses critical thinking and scientific problem solving to make informed decisions.</p> <p>6.3C Represent the natural world using models and identify their limitations.</p>	<p>Such as: --- Conceptual</p> <ul style="list-style-type: none"> • Water Cycle • Weather Map • Scientific Method <p>--- Mathematical</p> <ul style="list-style-type: none"> • Graphs to make predictions <p>--- Physical – Such as</p> <ul style="list-style-type: none"> • Weather Map <p><u>Teacher Note:</u> <i>Use models to represent aspects of the natural world and identify advantages and limitations of models such as size, scale, properties, and materials</i></p>	<p>http://www.umpi.maine.edu/~chalout/Webquests/05-06/Weather%20the%20Weather/ConceptMap.doc - Concept Map</p> <p>http://fcweb.bloomington.k12.mn.us/~Ggilbert/006B5A8A-011E4D.7/Weather%20Concept%20Map.pdf – Weather concept Map</p> <p>http://www.scribd.com/doc/2353612/Graphic-Organizer-Weather - Graphic Organizer</p> <p>Technology: http://school.discoveryeducation.com/lessonplans/programs/weathermaps/ Weather Maps</p>
<p>6.3 Uses critical thinking and scientific problem solving to make informed decisions.</p> <p>6.3D Evaluate the impact of research on scientific thought, society, and the environment.</p>	<p>Such as: --- Current events on weather</p>	<p><u>AVID Activity:</u> Writing in Science page 24 “Brief Autobiography”.</p>
<p>6.3 Uses critical thinking and scientific problem solving to make informed decisions.</p> <p>6.3E Connect Grade 6 science concepts with the history of science and contributions of scientists.</p>	<p>Such as: ---Jobs involving weather (hydrologist, meteorologist, etc.)</p>	

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<p>6.4 Knows how to use a variety of tools and methods to conduct science inquiry.</p> <p>6.4A Collect, analyze, and record information using tools including beakers, petri dishes, meter sticks, graduated cylinders, weather instruments, timing devices, hot plates, test tubes, safety goggles, spring scales, magnets, balances, microscopes, telescopes, thermometers, calculators, field equipment, compasses, computers, and computer probes.</p>	<p>Including: --- Journals/notebooks --- Data collection tools as appropriate</p> <p>Teacher Note: <i>Use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum</i></p>	
<p>6.4 Knows how to use a variety of tools and methods to conduct science inquiry.</p> <p>6.4B Identify patterns in collected information using percent, average, range, and frequency.</p>	<p>Including: --- Use descriptive statistics including frequency, range, mean, median, and mode</p> <p>Teacher Note: Data needs to be in metric system and decimals rather than fractions.</p>	
<p>6.5 The student knows that systems may combine with other systems to form a larger system.</p> <p>6.5B Describe how the properties of a system are different from the properties of its parts.</p>	<p>Including: --- Systems -properties of parts and properties of whole:</p> <ul style="list-style-type: none"> • Weather systems • Water cycle 	