

Subject: 6th GRADE Advanced & Regular - Holt Fusion EARTH SCIENCE 2011 - Curriculum Map – Instructional Focus Calendar
 School Board of Broward County Florida – Department of Science Education

GRADE 6 EARTH SCIENCE INSTRUCTIONAL FOCUS CALENDAR SUMMARY 2011-2012

WEEK 1: Unit 1 - Lesson 1	WEEK 19: Unit 7 - Lessons 1-2
WEEK 2: Unit 1 - Lesson 2	WEEK 20: Unit 7 - Lesson 3
WEEK 3: Unit 1 - Lesson 3	WEEK 21: Unit 8 - Lesson 1
WEEK 4: Unit 2 - Lesson 1	WEEK 22: Unit 8 - Lessons 2-3
WEEK 5: Unit 2 - Lesson 2 Mini-assessment #1	WEEK 23: Unit 8 - Lesson 4 Mini-assessment #4
WEEK 6: Unit 3 – Lessons 1-2	WEEK 24: Unit 9 - Lesson 1
WEEK 7: Unit 3 – Lesson 3	WEEK 25: Unit 9 - Lessons 2-3
WEEK 8: Unit 3 – Lessons 4-5	WEEK 26: Unit 9 - Lessons 4-5
WEEK 9: Unit 3 – Lesson 6	WEEK 27: Unit 10 - Lesson 1
WEEK 10: Unit 4 – Lesson 1	WEEK 28: Unit 10 – Lesson 2
WEEK 11: Unit 4 – Lesson 2	WEEK 29: Unit 10 – Lessons 3-4
WEEK 12: Unit 4 – Lesson 3 Mini-assessment #2	WEEK 30: Unit 10 – Lesson 5 Mini-assessment #5
WEEK 13: Unit 5 – Lessons 1-2	WEEK 31: Unit 11 - Lesson 1
WEEK 14: Unit 5 – Lesson 3	WEEK 32: Unit 11 – Lessons 2-3
WEEK 15: Unit 6 – Lessons 1-2	WEEK 33: Unit 11 - Lesson 4
WEEK 16: Unit 6 – Lessons 3-4	WEEK 34: Unit 11 – Lessons 5-6
WEEK 17: Unit 6 – Lessons 5-6	WEEK 35: Family Life/Human Sexuality Curriculum BEEP
WEEK 18: Unit 6 - Lesson 7 Mini-assessment #3	WEEK 36: HIV/AIDS Curriculum BEEP

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Big Idea 1: Weeks 1-6

- A:** Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.
- B:** The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."
- C:** Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.
- D:** Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

Big Idea 2: Weeks 1-6

- A:** Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion
- B:** Scientific knowledge is durable and robust, but open to change.
- C:** Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

Big Idea 3: Weeks 1-6

The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

Big Idea 5: Weeks 4-14

The origin and eventual fate of Universe still remains one of the greatest questions in science. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the planetary systems, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of the nature of the Universe.

Big Idea 6: Weeks 15-26

Over geologic time, internal and external sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's internal and external energy and material resources.

Big Idea 7: Weeks 27-34

The scientific theory of the evolution of Earth states that changes in our planet are driven by the flow of energy and the cycling of matter through dynamic interactions among the atmosphere, hydrosphere, cryosphere, geosphere, and biosphere, and the resources used to sustain human civilization on Earth.

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Unit: 1 (Nature of Science) Big Idea: 1 - The Practice of Science 2 - The Characteristics of Scientific Knowledge 3 - The Roles of Theories, Laws, Hypotheses, and Models	Pacing: Weeks 1-3
Essential Questions: What are types of scientific knowledge? (Lesson 1) How are scientific investigations conducted? (Lesson 2) How do scientists organize, analyze and present data? (Lesson 3)	Teacher Notes: Lab Safety Contract Science Fair - Applications of scientific research and experimentation

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Science as the study of the natural world Theories and laws Scientific knowledge changes	Unit 1 Lesson 1: Scientific Knowledge www.floridastandards.org http://www.thinkcentral.com	SC.6.N.1.5: Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence. SC.6.N.2.1: Distinguish science from other activities involving thought. SC.6.N.2.2: Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered. SC.6.N.2.3: Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals. SC.6.N.3.1: Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life. SC.6.N.3.2: Recognize and explain that a	Science Career Fair-guest speakers Lab Safety contract required. Have students and parents sign the contract. Keep all contracts on file in the classroom. Students without contracts may not participate in lab activities. Safety Contract Citizen Science- Launching Humanity into Space pages 2-3. People in Science pages 16-17.	empirical evidence theory law

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		<p>scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.</p> <p>SC.6.N.3.3: Give several examples of scientific laws.</p>		
<p>The work of scientists varies.</p> <p>Experimental repetition and replication.</p>	<p>Unit 1 Lesson 2: Scientific Investigations</p> <p>www.floridastandards.org</p> <p>http://www.thinkcentral.com</p>	<p>SC.6.N.1.1: Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>SC.6.N.1.2: Explain why scientific investigations should be replicable.</p> <p>SC.6.N.1.3: Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.</p> <p>SC.6.N.1.4: Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.</p> <p>SC.6.N.1.5: Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.</p> <p>SC.6.N.2.3: Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.</p> <p>SC.6.N.3.4: Identify the role of models in the context of the sixth grade science benchmarks.</p>	<p>Scientific Investigations Virtual Lab</p> <p>Lab Safety</p> <p>Independent student research and experimentation (i.e. science fair project).</p> <p>Identify the Controls and Variables http://www.biologycorner.com/worksheets/controls.html</p> <p>Using Methods of a scientist Laboratory Skills Checkup 1: Following Directions, TE</p> <p>Lab Safety Pages R16-R17</p> <p>Research and experimentation Pages R18-R22</p>	<p>repetition replication experiment observation hypothesis independent variable dependent variable data</p>

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<p>Use of tables, graphs, and/or models to display scientific data.</p>	<p>Unit 1 Lesson 3: Representing Data</p> <p>www.floridastandards.org</p> <p>http://www.thinkcentral.com</p>	<p>SC.6.N.1.1: Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>SC.6.N.1.5: Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.</p> <p>SC.6.N.3.4: Identify the role of models in the context of the sixth grade science benchmarks.</p>	<p>Representing Data Virtual Lab</p> <p>Independent student research and experimentation (i.e. science fair project)</p> <p>Graphing activity</p> <p>*Science Fair or equivalent application of the scientific method is required for all students. See www.browardscience.com for details.</p> <p>Graphing Pages R34-R36</p>	<p>model</p>
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Unit: 2 (The Universe) Big Idea: 5 - Earth in Space and Time	Pacing: Weeks 4-5 Mini-assessment #1 to follow Unit 2
Essential Questions: What makes up the universe? (Lesson 1) What are some properties of stars? (Lesson 2)	Teacher Notes:

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Structure of the universe Size of the universe	Unit 2 Lesson 1: Structure of the Universe www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.1: Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance. SC.8.E.5.2: Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars. SC.8.E.5.3: Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.	Comparing the Distance Between Planets Lab (or similar) http://msnucleus.org/membership/html/k-6/uc/solar_system/2/ucss2_2a.html Time Travel to the Edge of the Universe and Back http://www.pbs.org/deepspace/classroom/activity1.html <i>Citizen Science: Galaxy Zoo</i> pages 50-51. <i>People in Science:</i> pages 62-63.	solar system planet star galaxy light-year universe
Physical properties of stars	Unit 2 Lesson 2: Stars www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.5: Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).	Absolute and apparent magnitude video http://www.blinkx.com/watch-video/absolute-magnitude-vs-apparent-magnitude/7D55rUQ-jte8l4SCmtGOhw	star apparent magnitude luminosity absolute magnitude

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<p>Unit: 3 (The Solar System) Big Idea: 5 - Earth in Space and Time</p>	<p>Pacing: Weeks 6-9</p>
<p>Essential Questions: How have people modeled the solar system? (Lesson 1) Why is gravity important in the solar system? (Lesson 2) What are the properties of the sun? (Lesson 3) What is known about the terrestrial planets? (Lesson 4) What is known about the gas giant planets? (Lesson 5) What is found in the solar system besides the sun, planets, and moons? (Lesson 6)</p>	<p>Teacher Notes:</p>

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
<p>Geocentric universe model</p> <p>Heliocentric universe model</p> <p>Scientific knowledge changes</p>	<p>Unit 3 Lesson 1 Historical Models of the Solar System</p> <p>www.floridastandards.org</p> <p>http://www.thinkcentral.com</p>	<p>SC.6.N.2.2: Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.</p> <p>SC.6.N.2.3: Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.</p> <p>SC.6.N.3.2: Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.</p> <p>SC.8.E.5.8: Compare various historical models of the Solar System, including geocentric and heliocentric.</p>	<p>Research Geocentric and Heliocentric Models http://astronomy.nmsu.edu/nicole/teaching/ASTR110/lectures/lecture11/slide02.html</p> <p><i>Citizen Science: Solar System Discoveries</i> pages 82-83.</p> <p><i>People in Science: pages 136-137.</i></p>	<p>solar system heliocentric geocentric parallax</p>
<p>Gravity</p> <p>Kepler's Laws</p> <p>The Law of Universal Gravitation</p>	<p>Unit 3 Lesson 2: Gravity and the Solar System</p> <p>www.floridastandards.org</p>	<p>SC.6.N.3.2: Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.</p> <p>SC.6.N.3.3: Give several examples of</p>	<p>Satellite Orbits http://www.sciencenetlinks.com/lessons.php?BenchmarkID=4&DocID=338</p> <p>Gravity and Orbits Simulator http://phet.colorado.edu/en/simulation/gravity-and-orbits</p>	<p>gravity aphelion perihelion centripetal force solar nebula planetesimals</p>

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	http://www.thinkcentral.com Universal Law of Gravitation http://csep10.phys.utk.edu/astr161/lect/history/newtongrav.html	scientific laws. SC.8.E.5.4: Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.	Kepler's Laws http://www.surendranath.org/Applets/Dynamics/Kepler/Kepler1Applet.html http://www.unm.edu/~astro1/101lab/lab3/lab3.html	
Structure of the sun Nuclear fusion Radiation Convection	Unit 3 Lesson 3: The Sun www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.3: Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition. SC.8.E.5.6: Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.	Edible Model of the Sun http://www.csiro.au/helix/sciencemail/activities/ModeloftheSun.html The Sun http://www.sciencenetlinks.com/lessons.php?BenchmarkID=4&DocID=166 Could a Solar Flare Destroy the Earth? http://videos.howstuffworks.com/howstuffworks/4670-could-a-solar-flare-destroy-the-earth-video.htm	corona chromosphere photosphere convection zone radiation zone core nuclear fusion sunspots solar flares prominences
Properties of terrestrial planets	Unit 3 Lesson 4: The Terrestrial Planets www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.3: Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition. SC.8.E.5.7: Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	Field trip ideas- BC Planetary or Fox Observatory in Markham Park Surface features of Mercury Interactive http://www.sciencenetlinks.com/tools.php?DocID=113&Grade=6-8	terrestrial planets astronomical unit
Properties of gas giant planets	Unit 3 Lesson 5: The Gas Giant Planets www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.3: Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition. SC.8.E.5.7: Compare and contrast the properties of objects in the Solar System	Field trip ideas- BC Planetary or Fox Observatory in Markham Park Solar System WebQuest Planetary Vacation http://www.asdk12.org/depts/Science/PlanetWalkWEBQUEST.HTM#top	gas giants planetary ring

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		including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.		
Properties of small bodies in the solar system	Unit 3 Lesson 6: Small Bodies in the Solar System www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.3: Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition. SC.8.E.5.7: Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	<i>Focus on Florida:</i> pages 150-151.	dwarf planet Kuiper belt Kuiper belt object comet Oort cloud asteroid meteoroid meteor meteorite

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<p>Unit: 4 (The Earth-Moon-Sun System) Big Idea: 5 - Earth in Space and Time</p>	<p>Pacing: Weeks 10-12</p> <p style="text-align: right;">Mini-assessment #2 to follow Unit 4</p>
<p>Essential Questions: How are Earth's days, years, and seasons related to the way Earth moves in space? (Lesson 1) How do Earth, the moon, and the sun affect each other? (Lesson 2) What causes tides? (Lesson 3)</p>	<p>Teacher Notes:</p>

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Seasons	Unit 4 Lesson 1: Earth's Days, Years, and Seasons www.floridastandards.org http://www.thinkcentral.com Seasonal Changes animation http://www.classzone.com/books/earth_science/terc/content/visualizations/es1704/es1704page01.cfm?chapter_no=visualization	SC.8.E.5.9: Explain the impact of objects in space on each other including: the Sun on the Earth including seasons and gravitational attraction the Moon on the Earth including phases, tides, and eclipses and the relative position of each body.	Seasons Greetings http://www.pbs.org/wnet/nature/lesson/s/seasons-greetings/lesson-activities/4818/ The Four Seasons http://www.sciencenetlinks.com/lessons.php?BenchmarkID=4&DocID=256 Moon Phase Activity-Students will observe and sketch the moon each night for a set time period noting time and location. <i>Citizen Science: Measuring Shadows</i> pages 176-177. Moon Phase Calendar http://stardate.org/nightsky/moon The Moon Tonight http://www.shadowandsubstance.com/	rotation day revolution year season equinox solstice
Gravitational attraction Moon phases Eclipses	Unit 4 Lesson 2: Moon Phases and Eclipses www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.9: Explain the impact of objects in space on each other including: the Sun on the Earth including seasons and gravitational attraction the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	Seasons Interactive http://www.sepuplhs.org/students/iaes/simulations/SEPUP_Seasons_Interactive.swf Solar Eclipse Animation http://csep10.phys.utk.edu/astr161/lect/time/eclipse_anim.html	satellite gravity lunar phases waning waxing gibbous crescent eclipse

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Tides	Unit 4 Lesson 3: Earth's Tides www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.9 Explain the impact of objects in space on each other including: the Sun on the Earth including seasons and gravitational attraction the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	The Moon and Tides http://www.can-do.com/uci/lessons99/moon-t.html Tides and Lunar Cycles http://www.sitesalive.com/oil/tg/private/oiltgtides.html	tides tidal range spring tides neap tides

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Unit: 5 (Space Exploration) Big Idea: 5 - Earth in Space and Time	Pacing: Weeks 13-14
Essential Questions: What can we learn from space images? (Lesson 1) How do people explore space? (Lesson 2) How has space exploration affected Florida? (Lesson 3)	Teacher Notes:

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Electromagnetic spectrum Detection of electromagnetic radiation Satellite images	Unit 5 Lesson 1: Images from Space www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.10: Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information. SC.8.E.5.11: Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	Electromagnetic Spectrum Activity http://galileo.phys.virginia.edu/Education/outreach/8thgradesol/ElectromagSpect.htm <i>Citizen Science: Exploring Space</i> pages 218-219. Understanding the Electromagnetic Spectrum http://science.hq.nasa.gov/kids/imagers/ems/index.html	wavelength electromagnetic spectrum
Space exploration	Unit 5 Lesson 2: Technology for Space Exploration www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.10: Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	<i>People in Science:</i> pages 234-235. WebQuest Mission to Mars http://www.glencoe.com/sec/Tech_Ed/mars.shtml	probe
Effects of space exploration on culture and economy	Unit 5 Lesson 3: Space Exploration and Florida www.floridastandards.org http://www.thinkcentral.com	SC.8.E.5.12: Summarize the effects of space exploration on the economy and culture of Florida.	Field trip idea- Kennedy Space Center Culminating Activity- View film “October Sky” and hold class discussion or written summary.	NASA launch spinoff

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<p>Unit: 6 (Earth's Structures) Big Idea: 6 - Earth's Structures</p>	<p>Pacing: Weeks 15- 18 End of semester Mini-assessment #3 to follow Unit 6</p>
<p>Essential Questions: What are minerals, how do they form, and how can they be identified? (Lesson 1) What is the rock cycle? (Lesson 2) What are Earth's layers? (Lesson 3) What is plate tectonics? (Lesson 4) How do mountains form? (Lesson 5) Why do earthquakes happen? (Lesson 6) How do volcanoes change Earth's surface? (Lesson 7)</p>	<p>Teacher Notes:</p>

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
<p>Mineral structure Physical properties of minerals</p>	<p>Unit 6 Lesson 1: Minerals www.floridastandards.org http://www.thinkcentral.com</p>	<p>SC.7.E.6.2: Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).</p>	<p>Rock & Mineral Identification Lab Mineral Interactive http://mii.org/ Learn about the Moh's Hardness Scale while escaping the Castle of Doom http://www.fossweb.com/modules3-6/EarthMaterials/index.html <i>Citizen Science: Stable Structures</i> pages 274-275. <i>Focus on Florida:</i> pages 290-291.</p>	<p>mineral elements atoms compound matter crystal streak luster cleavage</p>
<p>The rock cycle</p>	<p>Unit 6 Lesson 2: The Rock Cycle www.floridastandards.org http://www.thinkcentral.com</p>	<p>SC.7.E.6.2: Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).</p>	<p>The Rock Cycle Interactive http://www.geolsoc.org.uk/rockcycle The Crayon Rock Cycle Lab http://www.mysciencebox.org/crayonrock</p>	<p>weathering erosion deposition igneous rock sedimentary rock metamorphic rock rock cycle uplift subsidence rift zone</p>
<p>Layers of the Earth</p>	<p>Unit 6 Lesson 3: Earth's Layers</p>	<p>SC.7.E.6.1: Describe the layers of the solid Earth, including the lithosphere, the hot</p>	<p>The Earth's Layers Foldable</p>	<p>crust mantle</p>

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	<p>www.floridastandards.org</p> <p>http://www.thinkcentral.com</p>	<p>convecting mantle, and the dense metallic liquid and solid cores.</p> <p>SC.7.E.6.7: Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.</p>	<p>Earth's Layers</p> <p>http://www.challenger.org/teachers/lessons/titlesearch.cfm</p>	<p>convection core</p> <p>lithosphere</p> <p>asthenosphere</p> <p>mesosphere</p>
<p>Theory of plate tectonics</p> <p>Plate boundaries</p>	<p>Unit 6</p> <p>Lesson 4: What is plate tectonics?</p> <p>www.floridastandards.org</p> <p>http://www.thinkcentral.com</p>	<p>SC.6.N.3.1: Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.</p> <p>SC.7.E.6.1: Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.</p> <p>SC.7.E.6.2: Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).</p> <p>SC.7.E.6.4: Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.</p> <p>SC.7.E.6.5: Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.</p> <p>SC.7.E.6.7: Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.</p>	<p>Plate Tectonics - evidence to explain the process of Earth evolution:</p> <p>http://www.ucmp.berkeley.edu/geology/tectonics.html</p> <p>The Story of Plate Tectonics</p> <p>http://pubs.usgs.gov/gip/dynamic/</p>	<p>Pangea</p> <p>sea-floor spreading</p> <p>theory of plate tectonics</p> <p>tectonic plates</p> <p>convergent boundaries</p> <p>divergent boundaries</p> <p>transform boundaries</p> <p>convection</p>

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<p>Tectonic plate movement as it relates to mountain building</p> <p>Types of faults</p> <p>Types of mountains</p>	<p>Unit 6 Lesson 5: Mountain Building</p> <p>www.floridastandards.org</p> <p>http://www.thinkcentral.com</p>	<p>SC.7.E.6.5: Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.</p> <p>SC.7.E.6.7: Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.</p>	<p>Making Fault models http://www.madsci.org/posts/archives/jun2001/991869199.Es.r.html</p> <p><i>People in Science</i>: pages 326-327.</p> <p>Animation of faults http://www.iris.edu/gifs/animations/faults.htm</p>	<p>deformation folding syncline anticline fault shear stress tension compression</p>
<p>Earthquake causes and locations</p>	<p>Unit 6 Lesson 6: Earthquakes</p> <p>www.floridastandards.org</p> <p>http://www.thinkcentral.com</p>	<p>SC.7.E.6.5: Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.</p> <p>SC.7.E.6.7: Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.</p>	<p>Earthquake and Plate Tectonics Project http://www.k12science.org/curriculum/musicalplates3/en/index.shtml</p> <p>Earthquakes-location and prediction of activities http://www.sciencenetlinks.com/lessons.php?BenchmarkID=4&DocID=482</p>	<p>earthquakes focus epicenter tectonic plate boundary deformation elastic rebound tsunami</p>
<p>Volcanoes and eruptions</p>	<p>Unit 6 Lesson 7: Volcanoes</p> <p>www.floridastandards.org</p> <p>http://www.thinkcentral.com</p>	<p>SC.7.E.6.5: Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.</p> <p>SC.7.E.6.7: Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.</p>	<p>Types of Volcanic Eruptions Venn Diagram http://education.nationalgeographic.com/education/activity/types-of-volcanic-eruptions/</p> <p>Mt. St. Helen's Back from the Dead video http://video.pbs.org/video/1485211138/</p> <p>Culminating Activity- Read or view film "Journey to the Center of the Earth" and hold class discussion or written summary.</p>	<p>volcano magma lava vent pyroclastic material shield volcano cinder cone composite volcano fissure caldera tectonic plates hot spots</p>

Unit: 7 (Earth's History)	Pacing: Weeks 19-20
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Big Ideas: 6 – Earth Structures	
Essential Questions: How do we learn about Earth’s history? (Lesson 1) How is the relative age of rock measured? (Lesson 2) How is the absolute age of rock measured? (Lesson 3)	Teacher Notes:

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Uniformitarianism and Fossils The Rock Record Earth’s Changing Climate	Unit 7 Lesson 1: Geologic Change Over Time www.floridastandards.org www.thinkcentral.com	SC.7.N.1.1: Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. SC.7.N.1.5: Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics. SC.7.E.6.4: Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes. LA.6.4.2.2: The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used.	<i>Citizen Science: Preserving the Past</i> , pp. 370-371 What Can We Learn From The Rock Record? http://www.napscience.com/earthsciece/onlinefossils.pdf Explorations through Time http://www.ucmp.berkeley.edu/education/explotime.html	uniformitarianism fossil trace fossil climate ice core
Dating Undisturbed	Unit 7	SC.7.N.1.5: Describe the methods used in	<i>Think Science - Forming a Hypothesis</i> ,	relative dating

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<p>Rock Layers</p> <p>Dating Disturbed Rock Layers</p> <p>Fossils and Relative Dating</p> <p>Geologic Columns</p>	<p>Lesson 2: Relative Dating</p> <p>www.floridastandards.org</p> <p>www.thinkcentral.com</p>	<p>the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.</p> <p>SC.7.E.6.3: Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.</p>	<p>pp. 398-399</p> <p>Geologic History Foldable</p> <p>CupCake Geology Lab</p> <p>Finding Impact Craters with LandSat http://craters.gsfc.nasa.gov/summary.html</p>	<p>superposition</p> <p>unconformity</p> <p>fossil</p> <p>geologic column</p>
<p>Absolute Dating</p> <p>Radiometric Dating</p> <p>The Age of Earth</p> <p>Index Fossils</p>	<p>Unit 7</p> <p>Lesson 3: Absolute Dating</p> <p>www.floridastandards.org</p> <p>www.thinkcentral.com</p>	<p>SC.7.N.1.5: Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.</p> <p>SC.7.E.6.3: Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.</p>	<p>Relative Dating... Which came First?</p> <p>m&m's Half-Life Simulation</p>	<p>absolute dating</p> <p>radioactive decay</p> <p>half-life</p> <p>radiometric dating</p>

Unit: 8 (Weathering, Erosion, Deposition, and Landforms)

Pacing: Weeks 21-23

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Big Ideas: 6 – Earth Structures	Mini-assessment #4 to follow Unit 8
Essential Questions: How does weathering change Earth’s surface? (Lesson 1) How does water change Earth’s surface? (Lesson 2) How do wind, ice, and gravity change Earth’s surface? (Lesson 3)	Teacher Notes:

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Weathering Physical Weathering Chemical Weathering	Unit 8 Lesson 1: Weathering www.floridastandards.org www.thinkcentral.com	SC.6.E.6.1: Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition. LA.6.2.2.3: The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).	<i>Citizen Science: Save a Beach</i> , pp. 420-421 Simply Sediments Bottle Lab Weathering Limestone Lab	weathering physical weathering abrasion chemical weathering oxidation acid precipitation
Erosion & Deposition Erosion & Deposition by Streams Formation of Landforms Erosion & Deposition by Groundwater, Waves, and Currents	Unit 8 Lesson 2: Erosion and Deposition by Water www.floridastandards.org www.thinkcentral.com	SC.6.E.6.1: Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition. SC.6.E.6.2: Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida. MA.6.A.3.6: Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation. LA.6.2.2.3: The student will organize information to show understanding (e.g.,	<i>Think Science: Searching the Internet</i> , p. 446-447 Become an Erosion Expert A Model Landscape How do certain factors affect the erosion of soil by water? http://www.glencoe.com/sites/commo_n_assets/science/virtual_labs/ES08/ES08.html	erosion deposition floodplain delta alluvial fan ground water shoreline beach sandbar barrier island

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		representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).		
Erosion & Deposition by Wind Erosion & Deposition by Ice Erosion & Deposition by Gravity (Mass Movement)	Unit 8 Lesson 3: Erosion and Deposition by Wind, Ice, and Gravity www.floridastandards.org www.thinkcentral.com	SC.6.N.3.4: Identify the role of models in the context of the sixth grade science benchmarks. SC.6.E.6.1: Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition. SC.6.E.6.2: Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	<i>Focus on Florida: Tampa Bay Estuary</i> , p. 460-461 Types of Weathering Vocabulary Weathering Stations Lab Settling Sediments Lab	dune loess glacier glacial drift creep rockfall landslide mudflow
Mountains and Glaciers Lakes, Rivers, and Deltas Coastlines and Dunes	Unit 8 Lesson 4: Landforms and Florida www.floridastandards.org www.thinkcentral.com	SC.6.E.6.2: Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	Coral Kid – Exploring Florida's ecosystem http://www.teachersdomain.org/resource/ess05.sci.ess.earthsys.coralkid/	mountain glacier lake river delta coastline dune

Unit: 9 (Human Impact on Earth)	Pacing: Weeks 24-26
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Big Ideas: 6 – Earth Structures	
Essential Questions: What are Earth’s natural resources? (Lesson 1) What impact can human activities have on land resources? (Lesson 2) What impact can human activities have on water resources? (Lesson 3) How do humans impact Earth’s atmosphere? (Lesson 4) How can Earth’s resources be used wisely? (Lesson 5)	Teacher Notes:

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Natural Resources Renewable and Nonrenewable Resources Material and Energy Resources	Unit 9 Lesson 1: Natural Resources www.floridastandards.org www.thinkcentral.com	SC.7.E.6.6: Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. LA.6.2.2.3: The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).	<i>Citizen Science: Investigating Water Resources</i> , pp. 480-481	natural resource renewable resource nonrenewable resource fossil fuel material resource energy resource
How Humans Use Land Land Degredation	Unit 9 Lesson 2: Human Impact on Land www.floridastandards.org www.thinkcentral.com	SC.7.E.6.6: Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	<i>People in Science: Angel Montoya, Conservation Biologist</i> , pp. 500-501	urbanization land degredation deforestation desertification
Water as a Resource Water Quality Water Pollution Water Supply and Flow	Unit 9 Lesson 3: Human Impact on Water www.floridastandards.org www.thinkcentral.com	SC.7.E.6.6: Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	Understanding the Water Cycle http://ga.water.usgs.gov/edu/index.html Build a Model of the Water Cycle Activity	water pollution point-source pollution nonpoint source pollution thermal pollution eutrophication potable reservoir

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Urbanization				
Air and Air Pollution Effects of Human Activities on the Atmosphere Air Quality and Health Air Pollution and Earth	Unit 9 Lesson 4: Human Impact on the Atmosphere www.floridastandards.org www.thinkcentral.com	SC.7.E.6.6: Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	Melting Mountains: Climate Change and Glaciers http://www.eeweek.org/assets/files/EDN%20Water%20Lessons/MeltingMountains_5-8.pdf	greenhouse effect air pollution particulate smog acid precipitation air quality
Conservation and Stewardship Preservation and Conservation of Water Resources Land Management and Conservation Reducing Air Pollution	Unit 9 Lesson 5: Protecting Earth's Water, Land, and Air www.floridastandards.org www.thinkcentral.com	SC.7.E.6.6: Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. MA.6.A.3.6: Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation. LA.6.2.2.3: The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).	Ecological importance and Fragility of the rainforest biome http://www.teachersdomain.org/resource/tdc02.sci.life.oate.rainforest/ Climate Change and its impacts on the world's oceans http://coralreef.noaa.gov/education/educators/resourcecd/activities/resources/climatechng_sa.pdf	conservation stewardship

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<p>Unit: 10 (Energy in the Earth System) Big Ideas: 7 – Earth Systems and Patterns</p>	<p>Pacing: Weeks 27-30</p> <p style="text-align: right;">Mini-assessment #5 to follow Unit 10</p>
<p>Essential Questions: What are the parts of the Earth system? (Lesson 1) What is the atmosphere? (Lesson 2) How does energy move through Earth’s system? (Lesson 3) What is wind? (Lesson 4) How does water move in the ocean? (Lesson 5)</p>	<p>Teacher Notes:</p>

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Earth System and Geosphere Hydrosphere and Cryosphere Atmosphere and Biosphere Earth’s Spheres Interact	Unit 10 Lesson 1: Earth’s Spheres www.floridastandards.org www.thinkcentral.com	SC.6.E.7.4: Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere. MA.6.A.3.6: Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.	<i>Discussion:</i> Citizen Science –Clearing the Air, pp. 550-551 <i>People in Science:</i> Evan B. Forde, Oceanographer, p. 564-565 Earth Systems Vocabulary Sort	Earth system geosphere hydrosphere cryosphere atmosphere biosphere
Composition, Air Pressure, and Temperature of the Atmosphere Structure of the Atmosphere Function of the Atmosphere	Unit 10 Lesson 2: The Atmosphere www.floridastandards.org www.thinkcentral.com	SC.6.E.7.9: Describe how the composition and structure of the atmosphere protects life and insulates the planet.	Layers of the Atmosphere Foldable http://www.windows2universe.org/earth/Atmosphere/layers_activity_print.html	atmosphere air pressure thermosphere mesosphere stratosphere troposphere ozone layer greenhouse effect
Temperature, Heat, Thermal Energy, Thermal Expansion Radiation	Unit 10 Lesson 3: Energy Transfer www.floridastandards.org www.thinkcentral.com	SC.6.E.7.1: Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth’s system. SC.6.E.7.4: Differentiate and show	Convection Currents Laboratory Experiment What is Heat Transfer by Convection? Activity	temperature thermal energy thermal expansion heat radiation convection

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Convection Conduction		interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere. SC.6.E.7.5: Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land. LA.6.2.2.3: The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).		conduction
The Movement of Air Global Winds Local Winds	Unit 10 Lesson 4: Wind in the Atmosphere www.floridastandards.org www.thinkcentral.com	SC.6.E.7.3: Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation. SC.6.E.7.5: Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.	<i>Think Science: Evaluating Claims</i> , p. 602-603 Making an Anemometer Activity	wind Coriolis effect global wind jet stream local wind
Surface Currents in the Ocean Deep Currents in the Ocean Upwelling Ocean Circulation	Unit 10 Lesson 5: Ocean Currents www.floridastandards.org www.thinkcentral.com	SC.6.E.7.3: Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.	Peruvian anchovy industry & upwelling http://www4.ncsu.edu/~dbeggles/education/synergy/anchovy/asecoas.html	ocean current surface current Coriolis effect deep current convection current upwelling

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<p>Unit: 11 (Weather and Climate) Big Ideas: 7 – Earth Systems and Patterns</p>	<p>Pacing: Weeks 31-34</p>
<p>Essential Questions: How does water change state and move around on Earth? (Lesson 1) What is weather and how can we describe different types of weather conditions? (Lesson 2) How do the water cycle and other global patterns affect local weather? (Lesson 3) How can humans protect themselves from hazardous weather? (Lesson 4) How do natural disasters affect Florida? (Lesson 5) How is climate affected by energy from the sun and variations on Earth’s surface? (Lesson 6)</p>	<p>Teacher Notes:</p>

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Water Cycle and Change of State Water in the Atmosphere Water in the Oceans and on Land Transport of Matter and Energy	Unit 11 Lesson 1: The Water Cycle www.floridastandards.org www.thinkcentral.com	SC.6.E.7.2: Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate. SC.6.E.7.4: Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework) <i>Citizen Science: Exit Strategy</i> , pp. 626-627 Water Cycle (Transpiration) Activity What a Cycle Activity	water cycle evaporation transpiration sublimation condensation precipitation
Elements of Weather Measuring Elements of Weather	Unit 11 Lesson 2: Elements of Weather www.floridastandards.org www.thinkcentral.com	SC.6.E.7.2: Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate. SC.6.E.7.3: Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.	Weather Factors & surface weather data http://www.weather.unisys.com/surface/index.html	weather humidity relative humidity dew point precipitation air pressure wind visibility
How the Water Cycle Influences Weather	Unit 11 Lesson 3: What Influences Weather?	SC.6.E.7.2: Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.	<i>Focus on Florida: Florida’s Weather Community</i> , pp. 664-665 Weather Maps in Motion Activity	air mass front jet stream

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How Patterns in the Atmosphere Affect Weather How Patterns in the Ocean Influence Weather	www.floridastandards.org www.thinkcentral.com	SC.6.E.7.3: Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.		
Hazardous Weather Safety and Weather	Unit 11 Lesson 4: Severe Weather and Weather Safety www.floridastandards.org www.thinkcentral.com	SC.6.E.7.8: Describe ways human beings protect themselves from hazardous weather and sun exposure. HE.6.C.1.3: Identify environmental factors that affect personal health.	Thunderstorms, Tornadoes, Lightning: A Preparedness Guide http://www.nws.noaa.gov/os/severeweather/resources/ttl6-10.pdf	thunderstorm lightning thunder hurricane storm surge tornado
Thunderstorms and Tornadoes Hurricanes and Floods Other Natural Disasters	Unit 11 Lesson 5: Natural Disasters in Florida www.floridastandards.org www.thinkcentral.com	SC.6.E.7.7: Investigate how natural disasters have affected human life in Florida. HE.6.C.1.3: Identify environmental factors that affect personal health.	<i>People in Science</i> : J. Marshall Shepherd, Meteorologist and Climatologist, pp. 694-695 National Hurricane Center http://www.nhc.noaa.gov/ Hurricane Tracking from a Safe Distance Activity	sinkhole wildfire muck fire
Climate vs. Weather Solar Energy and Climate Other Factors that Affect Climate Climate Zones	Unit 11 Lesson 6: Climate www.floridastandards.org www.thinkcentral.com	SC.6.E.7.2: Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate. SC.6.E.7.5: Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land. SC.6.E.7.6: Differentiate between weather and climate.	What's the difference between WEATHER and CLIMATE? Activity	weather climate latitude topography elevation surface currents

Unit: Family Life/Human Sexuality & HIV/AIDS

Pacing: Weeks 35-36

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<p>Strands: Health Literacy – Concepts Health Literacy – Responsible Behavior Health Literacy - Promotion</p>	
<p>Family Life/Human Sexuality Essential Questions: What are the general physical changes that occur during puberty? (Lesson 1) What are the emotional changes that occur during puberty? (Lesson 2) What are the similarities and differences between male and female sex characteristics? (Lesson 3) What factors contribute to a happy, healthy family relationship? (Lesson 4)</p> <p>HIV/AIDS Essential Questions: Why do people need to be informed and concerned about the spread of diseases? How do communicable and non-communicable diseases compare and contrast? How does the immune system defend the body against disease? How is HIV transmitted? How can an individual protect themselves against communicable diseases including HIV?</p>	<p>Teacher Notes:</p>

Concepts	Resources	Benchmarks: Objectives and Skills	Differentiated Instruction: Recommended Activities and Labs. (See BEEP for additional instructional strategies and advanced coursework)	Key Terminology/ Vocabulary
Family Life/Human Sexuality	Refer to BEEP curriculum www.floridastandards.org	HE.6.C.1.1: Identify the effects of healthy and unhealthy behaviors on personal health. HE.6.C.1.2: Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. HE.6.C.1.4: Recognize how heredity can affect personal health. HE.6.C.2.10: Explain the influence of personal values and beliefs on individual health practices and behaviors. HE.6.B.2.1: Determine strategies to improve effective verbal and nonverbal communication skills to enhance health. HE.6.B.2.3: Demonstrate effective conflict management and/or resolution strategies.	How do you Measure Up? Activity Note-taking Guide Lesson 1 (BEEP) Note-taking Guide Lesson 2 (BEEP) Note-taking Guide Lesson 3 (BEEP) Note-taking Guide Lesson 4 (BEEP)	family development fertilization emotion growth hormones love peer pressure puberty responsibility

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		HE.6.B.3.2: Investigate circumstances that can help or hinder healthy decision-making.		
HIV/AIDS	Refer to BEEP curriculum www.floridastandards.org	<p>HE.6.B.3.6: Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>HE.6.B.4.3: Determine strategies and skills needed to attain a personal health goal.</p> <p>HE.6.P.1.1: Explain the importance of assuming responsibility for personal health behaviors.</p> <p>HE.6.P.1.2: Demonstrate healthy practices and behaviors that will maintain or improve personal health.</p> <p>HE.6.P.2.2: Practice how to influence and support others when making positive health choices.</p>	Grade 6 HIV Powerpoint Lessons (BEEP)	disease communicable noncommunicable immune system pathogen