

### Guided Questions for Planning


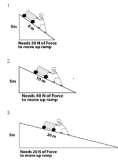
- What is the main focus as we will teach as a team this week?
- Is our instruction aligned? (TEKS/SE, LO, Activities, MOL)
- What are some Multiple Response Strategies to use?
- Can the MOLs be done in 5-10 minutes?
- Which instructional strategies are working and which are not?

# Science Instructional Calendar

**Grade Level: 6th Science**

**Date: 11/6/23 - 11/10/23**

\_\_\_\_\_3rd\_\_\_\_\_Six Weeks: Week 1

	<u>Monday-6</u>	<u>Tuesday-7</u>	<u>Wednesday-8</u>	<u>Thursday-9</u>	<u>Friday-10</u>
<b>T E K S / S E</b>	<b>PROF LRN</b>	6.8(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces. 6.8(E) investigate how inclined planes can be used to change the amount of force to move an object.	<b>ELAR BENCHMARK</b>	<b>MATH BENCHMARK</b>	6.8(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces. 6.8(E) investigate how inclined planes can be used to change the amount of force to move an object.
<b>L e s / O b j</b>	<b>PROF LRN</b>	<b>SWBAT</b> investigate force, using spring scales.	<b>ELAR BENCHMARK</b>	<b>MATH BENCHMARK</b>	<b>SWBAT</b> measure force using inclined planes with various slopes.
<b>M O L</b>	<b>PROF LRN</b>	<p style="text-align: center;"><b>Look</b></p>  <p style="text-align: center;"><b>Think</b></p> <p style="text-align: center;">Think about the change in position, direction, and speed of a baseball being struck by a bat of a baseball game.</p> <p style="text-align: center;"><b>Write</b></p> <p style="text-align: center;">Explain what happens when an object is acted upon by unbalanced forces.</p> <p><b>Be sure to –</b></p> <ul style="list-style-type: none"> <li>• Address the prompt, provide support, and conclude your thoughts.</li> <li>• Write legibly and concisely.</li> </ul>	<b>ELAR BENCHMARK</b>	<b>MATH BENCHMARK</b>	<p style="font-size: small;">A student wants to verify the idea to raise a ball on a ramp and then a truck. To see what ramp would be most beneficial, the student investigates how far the height of the ramp changes the amount of force needed to move the cart (massed to 100 grams).</p>  <p style="font-size: small;">Which of the following conclusions can the student make from the investigation about how to verify their work?</p> <ul style="list-style-type: none"> <li>A. As the height of the ramp increases, the amount of force needed increases.</li> <li>B. As the height of the ramp increases, the amount of force needed decreases.</li> <li>C. As the height of the ramp increases, the amount of force needed increases.</li> <li>D. As the height of the ramp increases, the amount of force needed decreases.</li> </ul>

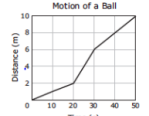
# Science Instructional Calendar

Grade Level: 6th Science

Date: 11/13/23 - 11/17/23

\_\_\_\_\_3rd\_\_\_\_\_

Six Weeks: Week 2

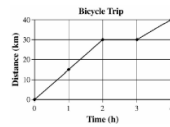

	Monday-13	Tuesday-14	Wednesday-15	Thursday-16	Friday-17																																
<b>T E K S / S E</b>	6.8(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces. 6.8(E) investigate how inclined planes can be used to change the amount of force to move an object.	6.8(C) calculate average speed using distance and time measurements.	6.8(C) calculate average speed using distance and time measurements.	6.8(C) calculate average speed using distance and time measurements.	6.8(C) calculate average speed using distance and time measurements.																																
<b>L e s / O b j</b>	<b>SWBAT</b> investigate how inclined planes can change the amount of force needed to move an object.	<b>SWBAT</b> define speed and write the speed equation.	<b>SWBAT</b> calculate average speed using distance and time measurements.	<b>SWBAT</b> calculate average speed from a distance and time graph.	<b>SWBAT</b> solve for speed using data from investigations and word problem scenarios.																																
<b>M O L</b>	<p>Which statement best explains how a ramp makes it easier to move a heavy object over a certain distance?</p> <p>A It decreases the amount of force by decreasing the distance.                  B It decreases the amount of force by increasing the distance.                  C It decreases the mass of the object.                  D It increases the mass of the object.</p>	<p>Which two measurements are needed in order to calculate the speed of an object in motion?</p> <p><input type="radio"/> Distance and time  <input type="radio"/> Time and mass  <input type="radio"/> Force and distance  <input type="radio"/> Volume and time</p>	<p>Some students were investigating the speed of a toy car they built. They performed two trials and recorded their data in the table below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Trial 1</th> <th colspan="2">Trial 2</th> </tr> <tr> <th>Time (s)</th> <th>Distance (m)</th> <th>Time (s)</th> <th>Distance (m)</th> </tr> </thead> <tbody> <tr> <td>4.0</td> <td>5.6</td> <td>5.0</td> <td>7.0</td> </tr> </tbody> </table> <p>What was the average speed of the toy car during the two trials to the nearest tenth of a m/s?</p>	Trial 1		Trial 2		Time (s)	Distance (m)	Time (s)	Distance (m)	4.0	5.6	5.0	7.0	<p>The graph below shows the motion of a ball rolling on a straight track.</p>  <p>What was the ball's average speed during the time represented in the graph?</p> <p>F 0.2 m/s                  G 0.3 m/s                  H 5.0 m/s                  J 10.0 m/s</p>	<p>A student kicks a soccer ball three times. Another student records the distance, the amount of time the ball travels, and the average speed in the table shown below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Soccer Ball Data</th> </tr> <tr> <th>Kick</th> <th>Distance (m)</th> <th>Time (s)</th> <th>Average Speed (m/s)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>55</td> <td>5.0</td> <td>11</td> </tr> <tr> <td>2</td> <td>50</td> <td>5.0</td> <td>10</td> </tr> <tr> <td>3</td> <td>30</td> <td>?</td> <td>15</td> </tr> </tbody> </table> <p>How many seconds did it take for the ball to travel 30 m during Kick 3?</p> <p>F 0.5 s                  G 1.0 s                  H 1.5 s                  J 2.0 s</p>	Soccer Ball Data				Kick	Distance (m)	Time (s)	Average Speed (m/s)	1	55	5.0	11	2	50	5.0	10	3	30	?	15
Trial 1		Trial 2																																			
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2	50	5.0	10																																		
3	30	?	15																																		

# Science Instructional Calendar

Grade Level: 6th Science

Date: 10/27/23 - 12/1/23

\_\_\_\_\_3rd\_\_\_\_\_Six Weeks: Week 3

	Monday 27	Tuesday 28	Wednesday 29	Thursday 30	Friday 1
<b>T E K S / S E</b>	6.8(C) calculate average speed using distance and time measurements.	6.8(C) calculate average speed using distance and time measurements.	6.8(D) measure and graph changes in motion.	6.8(D) measure and graph changes in motion.	6.8(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces. 6.8(E) investigate how inclined planes can be used to change the amount of force to move an object. 6.8(C) calculate average speed using distance and time measurements.
<b>L e s / O b j j</b>	<b>SWBAT</b> investigate solving for time and distance by manipulating the mathematical equation for speed.	<b>SWBAT</b> investigate solving for time and distance by manipulating the mathematical equation for speed.	<b>SWBAT</b> analyze and calculate speed using a graph.	<b>SWBAT</b> analyze and calculate speed using a graph.	<b>SWBAT</b> demonstrate mastery changes in position, direction and speed of an object when acted upon by unbalanced forces.
<b>M O L</b>	A student walks 2 km in 30 minutes. What is the student's average speed in km/h?  Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.	A bus travels 20 km in 30 minutes. What is the average speed of the bus?  F 20 km/h G 30 km/h H 40 km/h J 50 km/h	The graph below shows the distance and time a cyclist traveled on a 4.0 hour ride.    Which of the following statements is true based on the data graphed above? A The average speed of the cyclist in the first two hours was 15.0 km/hr. B The cyclist traveled at a constant speed throughout the ride. C The fastest speed of the cyclist was in the last hour of the ride. D Between the second and third hours of the ride, the cyclist traveled 30 km.	During field day, a student recorded the motion data of a runner. The student recorded the distance traveled every 10 seconds and represented the data in a graph.    What is a valid conclusion that the student can make about the runner's motion? A The average speed of the runner remained constant as the runner covered more distance. B The average speed of the runner increased as the runner covered more distance. C The average speed of the runner decreased as the runner covered more distance. D The average speed of the runner increased and then remained constant as the runner covered more distance.	Given 10 questions, <b>SWBAT</b> demonstrate mastery of the describing energy unit by scoring 80% on the Unit Assessment.

# Science Instructional Calendar

**Grade Level: 6th Science**

**Date: 12/4/23 - 12/8/23**

**\_\_\_\_\_3rd\_\_\_\_\_Six Weeks: Week 4**

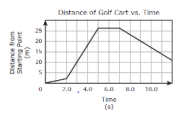
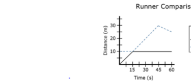
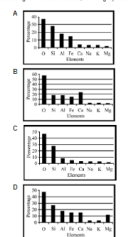
	<b>Monday 4</b>	<b>Tuesday 5</b>	<b>Wednesday 6</b>	<b>Thursday 7</b>	<b>Friday 8</b>														
<b>T E K S / S E</b>	6.8(D) measure and graph changes in motion.	6.8(D) measure and graph changes in motion.	6.8(D) measure and graph changes in motion.	6.8(D) measure and graph changes in motion.	6.8(D) measure and graph changes in motion.														
<b>L e s / O b j</b>	<b>SWBAT</b> write about the motion of an object from a graph.	<b>SWBAT</b> identify acceleration when provided a graph.	<b>SWBAT</b> identify acceleration when provided a graph.	<b>SWBAT</b> construct graphs directly related to laboratory data.	<b>SWBAT</b> construct graphs directly related to data provided from text descriptions of objects in motion.														
<b>M O L</b>	<p>A student runs two times around a running path at a local park. Each lap is 3 km. The student completes the first lap in 30 minutes. The student then sits on a bench and rests for 5 minutes before completing the second lap in 25 minutes. Which graph best represents the student's motion?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>F</b></p> </div> <div style="text-align: center;"> <p><b>H</b></p> </div> <div style="text-align: center;"> <p><b>G</b></p> </div> <div style="text-align: center;"> <p><b>J</b></p> </div> </div>	<p>Students slid a small wood block along a flat tabletop for a distance of 1.6 m. The data show the motion of the block of wood.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Motion of Wood Block</caption> <thead> <tr> <th>Time (s)</th> <th>Speed (m/s)</th> </tr> </thead> <tbody> <tr><td>0.0</td><td>2.6</td></tr> <tr><td>0.2</td><td>2.2</td></tr> <tr><td>0.4</td><td>1.8</td></tr> <tr><td>0.6</td><td>1.4</td></tr> <tr><td>0.8</td><td>1.0</td></tr> <tr><td>1.0</td><td>0.6</td></tr> </tbody> </table> <p>Which graph displays the motion of the wood block?</p> <div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div style="text-align: center;"> <p><b>F</b></p> </div> <div style="text-align: center;"> <p><b>H</b></p> </div> <div style="text-align: center;"> <p><b>G</b></p> </div> <div style="text-align: center;"> <p><b>J</b></p> </div> </div>	Time (s)	Speed (m/s)	0.0	2.6	0.2	2.2	0.4	1.8	0.6	1.4	0.8	1.0	1.0	0.6	<p>i A car travels at a constant speed of 15 m/s for 2 minutes. The car increases its speed from 15 to 25 m/s during the next minute and then travels at a constant speed of 20 m/s for 2 more minutes. Which of the following graphs best represents the car's motion during this 5-minute period?</p> <div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div style="text-align: center;"> <p><b>F</b></p> </div> <div style="text-align: center;"> <p><b>H</b></p> </div> <div style="text-align: center;"> <p><b>G</b></p> </div> <div style="text-align: center;"> <p><b>J</b></p> </div> </div>	<p>The graph below shows distance over time.</p> <p>Which of these situations could be represented by this graph?</p> <ul style="list-style-type: none"> <li><b>A</b> A student walks 1.5 km to a friend's house in 40 minutes. The two students then walk another 1.5 km to school in 20 minutes.</li> <li><b>B</b> A student walks 1.5 km to a friend's house in 20 minutes. The two students then walk another 1.5 km to school in 40 minutes.</li> <li><b>C</b> A student walks 1.5 km to a friend's house in 30 minutes. The two students then walk another 1.5 km to school in 30 minutes.</li> <li><b>D</b> A student walks 1.5 km to a friend's house in 20 minutes. The two students then walk another 1.5 km to school in 60 minutes.</li> </ul>	<p>A hobbyist collected data about the motion of a toy train on a straight track and then recorded the data in the graph below.</p> <p>Which of these accurately describes the motion of the toy train?</p> <ul style="list-style-type: none"> <li><b>A</b> The toy train speeds up while going forward and then slows down.</li> <li><b>B</b> The toy train slows down while going forward and then moves backward.</li> <li><b>C</b> The toy train moves forward at a constant speed, slows down, and then stops.</li> <li><b>D</b> The toy train moves forward at an increasing speed, stops, and then moves forward.</li> </ul>
Time (s)	Speed (m/s)																		
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1.0	0.6																		

# Science Instructional Calendar

Grade Level: 6th Science

Date: 12/11/23 - 12/15/23

\_\_\_\_\_3rd\_\_\_\_\_Six Weeks: Week 5

	Monday-11	Tuesday-12	Wednesday-13	Thursday-14	Friday-15																																																		
TEKS / SE	6.8(D) measure and graph changes in motion.	6.8(D) measure and graph changes in motion.	6.5(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere.	6.5(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere.	6.5(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere.																																																		
Less / Obj	<b>SWBAT</b> construct graphs directly related to data provided from text descriptions of objects in motion.	<b>SWBAT</b> construct graphs directly related to data provided from text descriptions of objects in motion.	<b>SWBAT</b> identify that solid Earth is composed of a limited number of elements.	<b>SWBAT</b> identify that atmosphere is composed of a limited number of elements.	<b>SWBAT</b> analyze and interpret graphs and charts representing the amounts of known elements that comprise the Earth, oceans, atmosphere, and living matter.																																																		
MOL	<p>A golfer collected data on the distance a golf cart traveled in a straight line and plotted it on a graph.</p>  <p>Distance of Golf Cart vs. Time</p> <p>Which of these does NOT describe the cart's motion on this graph?</p> <p>A The cart moved 24 m away from the starting point between 7 s and 5 s.            B The cart moved toward the starting point at a speed of 3 m/s between 7 s and 12 s.            C The cart moved 11 m toward the starting point between 0 s and 10 s.            D The cart moved away from the starting point at a speed of 1 m/s for 2 s.</p>	<p>Two students performed an investigation about distance, time, and speed. Each student recorded the rate of different runners. After gathering data, the students combined the data on the graph below.</p>  <p>Runner Comparison</p> <p>Based on the information above, which is a valid conclusion that the students can make about the runners' motion?</p> <p>A Runner B begins at 2 s and travels at a constant speed before stopping and starting in place at 10 s. Runner A begins at 10 s and remains still for 15 seconds before resuming a constant speed for 10 seconds.            B Runner A begins at 10 s and runs around before remaining at rest for the entire 50 seconds. Runner B begins at 2 s and travels at a constant speed before remaining at rest for 10 seconds.            C Runner A begins at 10 s and remains there the entire 50 seconds. Runner B begins at 2 s and then travels at a constant speed to 15 s when all runners change speed and distance from 200 to 250 m over the entire 50-second period.            D Runner A begins at 2 s and travels at a constant speed before stopping and staying in place at 10 s. Runner B begins at 10 s and remains still for 15 seconds before resuming a constant speed for 10 seconds.</p>	<p>Abundance of Elements in Living Organisms</p> <table border="1"> <thead> <tr> <th>Element</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Oxygen</td> <td>55</td> </tr> <tr> <td>Carbon</td> <td>18</td> </tr> <tr> <td>Hydrogen</td> <td>10</td> </tr> <tr> <td>Nitrogen</td> <td>3</td> </tr> <tr> <td>Others</td> <td>4</td> </tr> </tbody> </table> <p>According to the table above, the largest portion of living matter is made up of which two elements?</p> <p>A Hydrogen and oxygen            B Oxygen and nitrogen            C Nitrogen and others            D Oxygen and carbon</p> <p>A limited number of the many known elements comprise the largest portion of solid Earth.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Elements</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Silicon, Hydrogen, Aluminum, Iron</td> </tr> <tr> <td>B</td> <td>Oxygen, Selenium, Iron, Potassium</td> </tr> <tr> <td>C</td> <td>Oxygen, Silicon, Aluminum, Iron</td> </tr> <tr> <td>D</td> <td>Hydrogen, Oxygen, Nitrogen, Carbon</td> </tr> </tbody> </table> <p>Which group of elements above comprises the largest portion of solid Earth?</p> <p>A Group A            B Group B            C Group C            D Group D</p>	Element	Percentage	Oxygen	55	Carbon	18	Hydrogen	10	Nitrogen	3	Others	4	Group	Elements	A	Silicon, Hydrogen, Aluminum, Iron	B	Oxygen, Selenium, Iron, Potassium	C	Oxygen, Silicon, Aluminum, Iron	D	Hydrogen, Oxygen, Nitrogen, Carbon	<p>A limited number of the many known elements comprise the largest portion of Earth's atmosphere.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Elements</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Carbon, Oxygen, Sodium, Chlorine</td> </tr> <tr> <td>B</td> <td>Nitrogen, Oxygen, Argon, Carbon</td> </tr> <tr> <td>C</td> <td>Nitrogen, Hydrogen, Carbon, Helium</td> </tr> <tr> <td>D</td> <td>Oxygen, Silicon, Aluminum, Iron</td> </tr> </tbody> </table> <p>Which group of elements above comprises the largest portion of Earth's atmosphere?</p> <p>A Group A            B Group B            C Group C            D Group D</p>	Group	Elements	A	Carbon, Oxygen, Sodium, Chlorine	B	Nitrogen, Oxygen, Argon, Carbon	C	Nitrogen, Hydrogen, Carbon, Helium	D	Oxygen, Silicon, Aluminum, Iron	<p>Abundance of Elements in the Earth's Crust</p> <table border="1"> <thead> <tr> <th>Element</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Oxygen</td> <td>47</td> </tr> <tr> <td>Silicon</td> <td>28</td> </tr> <tr> <td>Aluminum</td> <td>8</td> </tr> <tr> <td>Iron</td> <td>5</td> </tr> <tr> <td>Calcium</td> <td>4</td> </tr> <tr> <td>Sodium</td> <td>3</td> </tr> <tr> <td>Potassium</td> <td>3</td> </tr> <tr> <td>Magnesium</td> <td>2</td> </tr> </tbody> </table> <p>According to the table above, which graph below best represents the most abundant elements in the Earth's crust?</p> 	Element	Percentage	Oxygen	47	Silicon	28	Aluminum	8	Iron	5	Calcium	4	Sodium	3	Potassium	3	Magnesium	2
Element	Percentage																																																						
Oxygen	55																																																						
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Potassium	3																																																						
Magnesium	2																																																						

# Science Instructional Calendar

Grade Level: 6th Science

Date: 12/18/23 - 12/22/23

\_\_\_\_\_3rd\_\_\_\_\_ Six Weeks: Week 6

	<b>Monday-18</b>	<b>Tuesday-19</b>	<b>Wednesday-20</b>	<b>Thursday-21</b>	<b>Friday-22</b>																				
<b>T E K S / S E</b>	6.5(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere.	6.5(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere.	6.8(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces. 6.8(E) investigate how inclined planes can be used to change the amount of force to move an object. 6.8(C) calculate average speed using distance and time measurements. 6.8(D) measure and graph changes in motion. 6.5(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere.	<b>DATA</b>	<b>TEACHER PREP</b>																				
<b>L e s / O b j</b>	<b>SWBAT</b> explore where the main elements exist that comprise the Earth, oceans, atmosphere, and living matter.  *Identify solid Earth elements: oxygen & silicon *Identify living matter elements: sulfur, phosphorus, oxygen, nitrogen, carbon, & hydrogen.	<b>SWBAT</b> identify ocean elements (oxygen, hydrogen, sodium, & chlorine), and atmosphere elements (nitrogen & oxygen).	<b>SWBAT demonstrate mastery of the force and motion unit.</b>	<b>SWBAT</b> set goal for the year based on their 6W3 Assessment Data.	<b>TEACHER PREP</b>																				
<b>M O L</b>	<p style="text-align: center; font-size: small;">Most Abundant Elements in the Ocean by Mass</p> <table border="1" style="margin-left: auto; margin-right: auto; font-size: x-small;"> <thead> <tr> <th>Element</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Oxygen</td> <td>86.0</td> </tr> <tr> <td>Hydrogen</td> <td>11.0</td> </tr> <tr> <td>Chlorine</td> <td>1.9</td> </tr> <tr> <td>Sodium</td> <td>1.1</td> </tr> </tbody> </table> <p style="font-size: x-small;">Which pie chart most accurately reflects the information in the table?</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="font-size: x-small;">A Chlorine, Sodium, Hydrogen, Oxygen</div> <div style="font-size: x-small;">B Chlorine, Sodium, Hydrogen, Oxygen</div> <div style="font-size: x-small;">C Oxygen, Sodium, Hydrogen, Chlorine</div> <div style="font-size: x-small;">D Chlorine, Sodium, Hydrogen, Oxygen</div> </div>	Element	Percent	Oxygen	86.0	Hydrogen	11.0	Chlorine	1.9	Sodium	1.1	<p style="text-align: center; font-size: x-small;">A limited number of the many known elements comprise the largest portion of oceans.</p> <table border="1" style="margin-left: auto; margin-right: auto; font-size: x-small;"> <thead> <tr> <th>Group</th> <th>Elements</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Oxygen, Hydrogen, Sodium, Chlorine</td> </tr> <tr> <td>B</td> <td>Nitrogen, Oxygen, Argon, Carbon</td> </tr> <tr> <td>C</td> <td>Nitrogen, Oxygen, Carbon, Hydrogen</td> </tr> <tr> <td>D</td> <td>Oxygen, Silicon, Aluminum, Iron</td> </tr> </tbody> </table> <p style="font-size: x-small;">Which group of elements above comprises the largest portion of oceans?</p> <div style="font-size: x-small;">             A Group A              B Group B              C Group C              D Group D         </div>	Group	Elements	A	Oxygen, Hydrogen, Sodium, Chlorine	B	Nitrogen, Oxygen, Argon, Carbon	C	Nitrogen, Oxygen, Carbon, Hydrogen	D	Oxygen, Silicon, Aluminum, Iron	<p><b>SWBAT demonstrate mastery of the force and motion unit by scoring 80% on the Unit Assessment.</b></p>	<p>Given their student data conference sheet, students will set 3 goals based on their 6W3 Assessment data.</p>	<b>TEACHER PREP</b>
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# Science Instructional Calendar

Grade Level: 6th Science

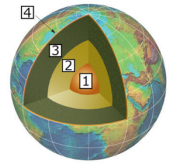

Date: 1/8/24 - 1/12/24 \_\_\_\_\_4th\_\_\_\_\_ Six Weeks: Week 1

	<u>Monday-8</u>	<u>Tuesday-9</u>	<u>Wednesday-10</u>	<u>Thursday-11</u>	<u>Friday-12</u>																						
<b>T E K S / S E</b>	<b>TEACHER PREP</b>	<b>MAP MOY SCIENCE</b>	<b>MAP MOY ELAR</b>	<b>MAP MOY MATH</b>	6.6(C) test the physical properties of minerals, including hardness, color, luster, and streak.																						
<b>L e s / O b j</b>	<b>TEACHER PREP</b>	<b>MAP MOY SCIENCE</b>	<b>MAP MOY ELAR</b>	<b>MAP MOY MATH</b>	<b>SWBAT</b> interpret Moh’s Scale of Hardness.																						
<b>M O L</b>	<b>TEACHER PREP</b>	<b>MAP MOY SCIENCE</b>	<b>MAP MOY ELAR</b>	<b>MAP MOY MATH</b>	<div style="text-align: right; margin-bottom: 5px;">Mohs Hardness Scale</div> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Hardness</th> <th style="text-align: center;">Mineral</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1</td><td style="text-align: center;">Talc</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">Gypsum</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">Calcite</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">Fluorite</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">Apatite</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">Feldspar</td></tr> <tr><td style="text-align: center;">7</td><td style="text-align: center;">Quartz</td></tr> <tr><td style="text-align: center;">8</td><td style="text-align: center;">Topaz</td></tr> <tr><td style="text-align: center;">9 -</td><td style="text-align: center;">Corundum</td></tr> <tr><td style="text-align: center;">10</td><td style="text-align: center;">Diamond</td></tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">Refer to the above Mohs Hardness Scale table. Which of the following is a correct statement about a mineral with a hardness rating of 7?</p> <p style="font-size: x-small; margin-top: 2px;">A. The mineral can scratch Apatite and every mineral with a hardness scale number lower than 7.          B. The mineral cannot be scratched by Apatite, but can be scratched by Feldspar.          C. The mineral can scratch Calcite, but cannot scratch Apatite.          D. The mineral can scratch Apatite and every mineral with a hardness scale number higher than 7.</p>	Hardness	Mineral	1	Talc	2	Gypsum	3	Calcite	4	Fluorite	5	Apatite	6	Feldspar	7	Quartz	8	Topaz	9 -	Corundum	10	Diamond
Hardness	Mineral																										
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# Science Instructional Calendar

Grade Level: 6th Science

Date: 1/15/24 - 1/19/24 4th Six Weeks: Week 2

	<u>Monday-15</u>	<u>Tuesday-16</u>	<u>Wednesday-17</u>	<u>Thursday-18</u>	<u>Friday-19</u>
<b>T E K S / S E</b>	<b>MLK HOLIDAY</b>	6.6(C) test the physical properties of minerals, including hardness, color, luster, and streak.	6.6(C) test the physical properties of minerals, including hardness, color, luster, and streak.	6.10(A) build a model to illustrate the compositional and mechanical layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere.	6.10(A) build a model to illustrate the compositional and mechanical layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere.
<b>L e s / O b j</b>	<b>MLK HOLIDAY</b>	<b>SWBAT</b> explore how multiple physical property tests help identify minerals.	<b>SWBAT</b> test the physical properties of minerals.	<b>SWBAT</b> explore the layers of the Earth.	<b>SWBAT</b> explain how the layers of the Earth differ in densities as a result of the composition of each layer.
<b>M O L</b>	<b>MLK HOLIDAY</b>	<p style="font-size: small;">What are two reasons why color alone is not the best property to use in the identification of minerals?</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p style="font-size: small;">Which two physical properties of minerals can be observed without touching the minerals?</p> <p style="font-size: x-small;">A Color and streak B Luster and color C Streak and hardness D Hardness and luster</p> <p style="font-size: small;">Which two physical properties of minerals can be observed by scratching the mineral against other substances?</p> <p style="font-size: x-small;">A Color and streak B Luster and streak C Streak and hardness D Hardness and luster</p>	<p style="font-size: small;">The graphic below illustrates the structural layers of the Earth.</p> <div style="text-align: center;">  </div> <p style="font-size: x-small;">Which statement lists the layers in the correct order from the center of Earth to the outermost layer of Earth?</p> <p style="font-size: x-small;">A Inner Core, Outer Core, Mantle, Crust B Inner Core, Outer Core, Crust, Mantle C Outer Core, Inner Core, Mantle, Crust D Outer Core, Inner Core, Crust, Mantle</p>	<p style="font-size: small;">Some students are making a model of the layers of the Earth. The teacher provided the following materials.</p> <div style="text-align: center;">  </div> <p style="font-size: x-small;">Which material would best represent the asthenosphere?</p> <p style="font-size: x-small;">A A saltine cracker because it shows how the asthenosphere can be broken into different pieces. B A balloon because it shows how the asthenosphere is less dense than the other layers and it is hollow. C A piece of clay because it shows how the asthenosphere is a dense solid and it has plasticity. D A brick because it shows how the asthenosphere is dense and it does not have plasticity.</p>