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| M. Angileri ♣ | **6th grade science** | | **19-20 3-2-20 Lesson Plans: Weathering Camp Week** | | | | |
| NGSS Standard | **MS-ESS2-2**  **DCI**  S & E practices  CCC | | The student is expected to construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.  The planet’s systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth’s history and will determine its future. Water’s movements—both on the land and underground—cause weathering and erosion, which change the land’s surface features and create underground formations.  Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future. (MS-ESS2-2)  **Scale Proportion and Quantity** ♣ Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-ESS2- 2) | | | | |
| Vocabulary: | | **Erosion:**  The process by which water, ice, wind, and gravity remove and transport sediments from one place to another  **Surface features:** Distinctive part, quality, or characteristic of Earth's outer layer. Underground formations: Areas of Earth, typically made of limestone, that form caverns.  **Weathering:**  The mechanical or chemical processes that break rocks into smaller pieces and sometimes change the chemical composition.  **Underground formations:**  Areas of the Earth, typically made of limestone, that form caverns.  **Sediment:** Earth materials deposited by erosion.  **Topsoil:** A mixture of humus, clay, and other minerals that forms the crumbly, topmost layer of soil.  **Erode:**  When natural agents such as wind and water wear away rock or soil  **Landforms:**  A natural formation found on the Earth’s surface | | | | | |
|  | | **MONDAY** | | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| Content Objective: | | SW demonstrate comprehension of how geoscience processes have changed Earth’s surface by explaining changes and the cause effect relationship. | | SW demonstrate comprehension of how geoscience processes have changed Earth’s surface by explaining changes and the cause effect relationship. | SW demonstrate comprehension of how geoscience processes have changed Earth’s surface by explaining changes and the cause effect relationship. | SW demonstrate comprehension of how geoscience processes have changed Earth’s surface by explaining changes and the cause effect relationship. | SW demonstrate comprehension of how geoscience processes have changed Earth’s surface by explaining changes and the cause effect relationship. |
| Language objective | | SW write to describe how geoscience processes have changed Earth’s surface using sentence frames. | | SW write to describe how geoscience processes have changed Earth’s surface using sentence frames. | SW write to describe how geoscience processes have changed Earth’s surface using slides in google classroom. | SW write to describe how geoscience processes have changed Earth’s surface using slides in google classroom. | SW orally critique slides about how geoscience processes have changed Earth’s surface using complete sentences. |
| In Class Today | | Textbook: Earth’s Changing Surface  Chapter 2 Section 1  Rocks and Weathering pages 38-45  Research | | Textbook: Earth’s Changing Surface  Chapter 2 Section 1  Rocks and Weathering pages 38-45  Research | Assign Specific Topic to create a slide on Rocks and weathering. | Complete slide on Rocks and weathering. | Presentation and grading of Slides |