

**GRADE 6 SCIENCE  
CURRICULUM MAP  
SAUGUS MIDDLE SCHOOL**

Week 1	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Exploring and Classifying Life</li> <li>What is Science?</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Apply</b> scientific methods to problem solving.</li> <li><b>Demonstrate</b> how to measure using scientific units.</li> </ul>	How will learning to use scientific methods help you solve ordinary problems in your life?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 1</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 2	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #2: Recognize</b> that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.</p> <p><b>LS #4: Recognize</b> that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. The way in which cells function is similar in all living organisms.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Exploring and Classifying Life</li> <li>Living Things</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Distinguish</b> between living and nonliving things.</li> <li><b>Identify</b> what living things need to survive.</li> </ul>	What are the traits that ALL living things have in common?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 1</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 3	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #11: Recognize</b> that evidence drawn from geology, fossils, and comparative anatomy provides the basis of the theory of evolution.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Exploring and Classifying Life</li> <li>Where Does Life Come From?</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Describe</b> experiments about spontaneous generation.</li> <li><b>Explain</b> how scientific methods led to the idea of biogenesis.</li> <li><b>Examine</b> how chemical compounds found in living things might have formed.</li> </ul>	How did using the scientific method support/ disprove the theories about where life came from?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 1</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<b>Completed by:</b>
	<b>Comments</b>

Week 4	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #2: Recognize</b> that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.	
<b>LS #3: Compare and contrast</b> plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles).	
<b>LS #4: Recognize</b> that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. The way in which cells function is similar in all living organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Exploring and Classifying Life</li> <li>How Are Living Things Classified?</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Describe</b> how early scientists classified life.</li> <li><b>Explain</b> the system of binomial nomenclature.</li> <li><b>Demonstrate</b> how to use a dichotomous key.</li> </ul>	How will knowing how living things are classified enable you to understand the relationship that exists between all living organisms?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 1</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> <li>Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p>- Classification Lab</p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p> <p><b>TEST: Chapter 1</b></p>	<b>Completed by:</b>
	<b>Comments</b>

Week 5	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #2: Recognize</b> that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.	
<b>LS #3: Compare and contrast</b> plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles).	
<b>LS #4: Recognize</b> that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. The way in which cells function is similar in all living organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Cells- The Units of Life</li> <li>• The World of Cells</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Discuss</b> the cell theory.</li> <li>• <b>Identify</b> the parts of animal and plant cells.</li> <li>• <b>Explain</b> the purpose of different cell parts.</li> </ul>	How do cells carry out the activities of life?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 2</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<b>Completed by:</b>
	<b>Comments</b>

Week 6	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #2: Recognize</b> that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.	
<b>LS #3: Compare and contrast</b> plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles).	
<b>LS #4: Recognize</b> that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. The way in which cells function is similar in all living organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Cells- The Units of Life</li> <li>• The World of Cells</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Discuss</b> the cell theory.</li> <li>• <b>Identify</b> the parts of animal and plant cells.</li> <li>• <b>Explain</b> the purpose of different cell parts.</li> </ul>	How do cells carry out the activities of life?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 2</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p>- Water Movement in Cells</p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<b>Completed by:</b>
	<b>Comments</b>

Week 7	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #5: Describe</b> the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Cells- The Units of Life</li> <li>The different Jobs of Cells</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Discuss</b> how different cells have different jobs.</li> <li><b>Explain</b> the differences among tissues organs, and organ systems.</li> </ul>	How do different cells work together for the benefit of the whole organism?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 2</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<b>Homework:</b> To be Given daily on each introduced topic. <b>Lab/ Lab Report:</b> <b>Quiz:</b> Given at the end of the week on all introduced topics and concepts. <b>TEST: Chapter 2</b>	<b>Completed by:</b>  <b>Comments</b>

Week 8	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #5: Describe</b> the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Cells- The Units of Life</li> <li>The different Jobs of Cells</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Discuss</b> how different cells have different jobs.</li> <li><b>Explain</b> the differences among tissues organs, and organ systems.</li> </ul>	How do different cells work together for the benefit of the whole organism?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 2</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> <li>Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<b>Homework:</b> To be Given daily on each introduced topic. <b>Lab/ Lab Report:</b> <b>Project:</b> - 3-D Model of Cells <b>Quiz:</b> Given at the end of the week on all introduced topics and concepts. <b>TEST: Chapter 2</b>	<b>Completed by:</b>  <b>Comments</b>

Week 9	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #2: Recognize</b> that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.</p> <p><b>LS #15: Explain</b> how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Bacteria</li> <li>• What are Bacteria?</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Identify</b> the characteristics of bacteria cells.</li> <li>• <b>Compare and contrast</b> aerobic and anaerobic organisms.</li> </ul>	<p>What are the major characteristics of bacteria?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 3</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 10	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #2: Recognize</b> that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.</p> <p><b>LS #15: Explain</b> how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Bacteria In Your Life</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Identify</b> some ways in which bacteria are helpful.</li> <li>• <b>Determine</b> the importance of nitrogen fixing bacteria.</li> <li>• <b>Explain</b> how some bacteria can cause human disease.</li> </ul>	<p>How does discovering the ways that bacteria affect your life help you to understand biological processes?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 3</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> <li>• Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p> <p><b>TEST: Chapter 3</b></p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 11	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	
<b>LS #14: Explain</b> the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	
<b>LS #15: Explain</b> how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Protists and Fungi</li> <li>• Protists</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Describe</b> the characteristics shared by all protists.</li> <li>• <b>Compare and contrast</b> the three groups of protists.</li> <li>• <b>Explain</b> why protists are so difficult to classify.</li> <li>•</li> </ul>	Why are protists so difficult to Classify?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 4</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<b>Homework:</b> To be Given daily on each introduced topic. <b>Lab/ Lab Report:</b> <b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.	<b>Completed by:</b>  <b>Comments</b>

Week 12	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	
<b>LS #14: Explain</b> the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	
<b>LS #15: Explain</b> how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Protists and Fungi</li> <li>• Protists</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Describe</b> the characteristics shared by all protists.</li> <li>• <b>Compare and contrast</b> the three groups of protists.</li> <li>• <b>Explain</b> why protists are so difficult to classify.</li> </ul>	Why are protists so difficult to Classify?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 4</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<b>Homework:</b> To be Given daily on each introduced topic. <b>Lab/ Lab Report:</b> <b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.	<b>Completed by:</b>  <b>Comments</b>

Week 13	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	
<b>LS #14: Explain</b> the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	
<b>LS #15: Explain</b> how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Protists and Fungi</li> <li>• Fungi</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Identify</b> the characteristics shared by all fungi.</li> <li>• <b>Classify</b> fungi into groups based on their methods of reproduction.</li> <li>• <b>Differentiate</b> between imperfect fungi and all other fungi.</li> </ul>	How are fungi important in regards to food sources, medicine, and decomposition?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 4</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<b>Completed by:</b>
	<b>Comments</b>

Week 14	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	
<b>LS #14: Explain</b> the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	
<b>LS #15: Explain</b> how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.	
<b>Unit/Topic./Lesson</b>	
Protists and Fungi Fungi	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Identify</b> the characteristics shared by all fungi.</li> <li>• <b>Classify</b> fungi into groups based on their methods of reproduction.</li> <li>• <b>Differentiate</b> between imperfect fungi and all other fungi.</li> </ul>	How are fungi important in regards to food sources, medicine, and decomposition?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 4</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> <li>• Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p> <p><b>TEST: Chapter 4</b></p>	<b>Completed by:</b>
	<b>Comments</b>

Week 15	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.</p> <p><b>LS #16: Recognize</b> that producers (plants that contain chlorophyll) use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Plants</li> <li>An Overview of Plants</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Identify</b> characteristics common to all plants.</li> <li><b>Explain</b> which plant adaptations make it possible for plants to survive on land.</li> <li><b>Compare and contrast</b> vascular and non-vascular plants.</li> </ul>	How do plants produce food and oxygen used by most organisms on Earth?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 5</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 16	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.</p> <p><b>LS #16: Recognize</b> that producers (plants that contain chlorophyll) use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Plants</li> <li>Seedless Plants</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Distinguish</b> between characteristics of seedless nonvascular plants and seedless vascular plants.</li> <li><b>Identify</b> the importance of some nonvascular plants and vascular plants.</li> </ul>	Why are seedless plants the first to grow in disturbed environments?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 5</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p>- Plants as Medicine</p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 17	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom	
<b>LS #16: Recognize</b> that producers (plants that contain chlorophyll) use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Plants</li> <li>Seed Plants</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Identify</b> the characteristics of Seed plants.</li> <li><b>Explain</b> the function of roots, stems and leaves.</li> <li><b>Describe</b> the characteristics and importance of gymnosperms and angiosperms.</li> <li><b>Compare</b> similarities and differences between monocots and dicots.</li> </ul>	Why are “seed” plants important?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 5</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> <li>Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Identifying Conifers</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p> <p><b>TEST: Chapter 5</b></p>	<b>Completed by:</b>
	<b>Comments</b>

Week 18	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	
<b>LS #5: Describe</b> the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>In vertebrate Animals</li> <li>What is an Animal</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Identify</b> the characteristics of Animals.</li> <li><b>Differentiate</b> between vertebrates and invertebrates.</li> <li><b>Explain</b> how the symmetry of animals differ.</li> </ul>	What characteristics do ALL animals have in common?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 6</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Picture Grouping into vertebrates and invertebrates</li> <li>Observe preserved specimens</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<b>Completed by:</b>
	<b>Comments</b>

Week 19	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	
<b>LS #5: Describe</b> the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>In vertebrate Animals</li> <li>Sponges, Cnidarians, Flatworms, and Roundworms</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Describe</b> structures that make up sponges and cnidarians.</li> <li><b>Compare</b> how sponges and cnidarians get food and reproduce.</li> <li><b>Differentiate</b> between Flatworms and Roundworms.</li> </ul>	How does studying the anatomy of sponges, cnidarians, flatworms, and roundworms help you understand other complex body systems?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 6</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Observe preserved specimens</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 20	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	
<b>LS #5: Describe</b> the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>In vertebrate Animals</li> <li>Mollusks and Segmented Worms</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Identify</b> the characteristics of mollusks.</li> <li><b>Compare</b> the similarities and differences between an open and closed circulatory system.</li> <li><b>Describe</b> the characteristics of segmented worms.</li> <li><b>Explain</b> the digestive process of an earthworm.</li> </ul>	How do specialized structures and their organ systems allow mollusks and segmented worms to live in varied environments?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 6</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Observe preserved specimens</li> <li>Draw and label an earthworm</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 21	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	
<b>LS #5: Describe</b> the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>In vertebrate Animals</li> <li>Arthropods and Echinoderms</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>List</b> the features used to classify arthropods.</li> <li><b>Explain</b> how the structure of the exoskeleton relates to its function.</li> <li><b>Identify</b> features of echinoderms.</li> </ul>	How do arthropods and echinoderms show diversity?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 6</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> <li>Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Observe preserved specimens</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p> <p><b>TEST: Chapter 6</b></p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 22	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	
<b>LS #5: Describe</b> the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Vertebrate Animals</li> <li>Chordate Animals</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Identify</b> the major characteristics of chordates.</li> <li><b>List</b> the major characteristics common to all vertebrates.</li> <li><b>Explain</b> the difference between ectotherms and endotherms.</li> <li><b>Name</b> the characteristics of the three classes of fish</li> </ul>	Why is the presence of an internal skeleton important in vertebrate animals?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 7</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Draw and label bony fish</li> <li>Observe preserved specimens</li> <li>Construct backbone out of toothpicks and candies</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

## Week 25

### *Performance Standards*

*The students will:*

**LS #1: Classify** organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.

**LS #5: Describe** the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.

### Unit/Topic./Lesson

- Vertebrate Animals
- Amphibians and Reptiles

#### Objectives (Students Will...)

- **Describe** how amphibians have adapted to live in water and on land.
- **Explain** what happens during frog metamorphosis.
- **Identify** the adaptations that allow reptiles to live on land.

#### Essential Question

What adaptations do reptiles and amphibians have that are necessary to sustain life?

#### Teacher Resources

- Glencoe Red © 2002 Chapter 7
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

#### Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

#### Assessment Activities

**Homework:** To be Given daily on each introduced topic.

**Lab/ Lab Report:**

**Quiz:** Given at the end of the week on all introduced topics and concepts.

**Completion date:**

**Completed by:**

**Comments**

## Week 26

### *Performance Standards*

*The students will:*

**LS #1: Classify** organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.

**LS #5: Describe** the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.

### Unit/Topic./Lesson

- Vertebrate Animals
- Birds

#### Objectives (Students Will...)

- **Identify** the characteristics of birds.
- **Describe** the adaptations birds have for flight.
- **Explain** the function of feathers.

#### Essential Question

Why did humans model airplane flight after birds?

#### Teacher Resources

- Glencoe Red © 2002 Chapter 7
- Foldables
- Transparency Activity W.S.
- Content Outline W.S.
- Enrichment/ Reinforcement W.S.
- Directed Reading (Eng/Span)

#### Media Resources

- Power Point Presentations
- On-line Text book
- Guided audio Reading Program
- Virtual Labs CD-ROM
- Interactive Chalkboard CD-ROM
- Internet labs and resources

#### Assessment Activities

**Homework:** To be Given daily on each introduced topic.

**Lab/ Lab Report:**

**Quiz:** Given at the end of the week on all introduced topics and concepts.

**Completion date:**

**Completed by:**

**Comments**

Week 27	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #1: Classify</b> organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.</p> <p><b>LS #5: Describe</b> the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Vertebrate Animals</li> <li>• Mammals</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Identify</b> the characteristics common to all mammals.</li> <li>• <b>Explain</b> how mammals are adapted to the different environments on Earth.</li> <li>• <b>Distinguish</b> between monotremes, marsupials, and placentals.</li> </ul>	What body structure(s) do all mammals have in common?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 7</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> <li>• Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p> <p><b>TEST: Chapter 7</b></p>	<b>Completed by:</b>
	<b>Comments</b>

Week 28	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #12: Relate</b> the extinction of species to a mismatch of adaptation and the environment</p> <p><b>LS #13: Give</b> examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Interactions of Living Things</li> <li>• The Environment</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Identify</b> the biotic and abiotic factors in an ecosystem.</li> <li>• <b>Describe</b> the different levels of biological organizations.</li> <li>• <b>Explain</b> how ecology and environment are related.</li> </ul>	What are the abiotic and biotic factors that affect ecosystems?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 8</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<b>Completed by:</b>
	<b>Comments</b>

Week 29	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #13:</b> Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.</p> <p><b>LS #17:</b> <b>Identify</b> ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans. <b>Describe</b> how changes may be catastrophes such as volcanic eruptions or ice storms.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Interactions Among Living Things</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Identify</b> the common characteristics of populations.</li> <li><b>Examine</b> the different types of relationships in a community.</li> <li><b>Determine</b> the habitat and niche of a species in a community.</li> </ul>	What effect do humans have on ecosystems?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 8</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Populations and resources</li> <li>Measure classroom and number of students to determine population density</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 30	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #13:</b> Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.</p> <p><b>LS #14:</b> <b>Explain</b> the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Interactions of Living Things</li> <li>Matter and Energy</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Explain</b> the difference between a food chain and a food web.</li> <li><b>Describe</b> how energy flows through ecosystems.</li> <li><b>Examine</b> how materials such as water, carbon, and nitrogen are used repeatedly.</li> </ul>	Why is the recycling of matter important for the survival of organisms?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 8</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> <li>Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Water cycle in a cup</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p> <p><b>TEST: Chapter 8</b></p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 31	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #17: Identify</b> ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans.</p> <p><b>Describe</b> how changes may be catastrophes such as volcanic eruptions or ice storms.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Resources</li> <li>Energy Resources</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Describe</b> the advantages and disadvantages of using fossil fuels.</li> <li><b>Identify</b> nonrenewable resources.</li> </ul>	How do various energy resources provide electricity?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 9</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Black and White Cans</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 32	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>PS #13: Differentiate</b> between potential and kinetic energy. <b>Identify</b> situations where kinetic energy is transformed into potential energy and vice versa.</p> <p><b>LS #4: Recognize</b> that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. The way in which cells function is similar in all living organisms.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Resources</li> <li>Alternate Energy Sources</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>List</b> different kinds of renewable resources.</li> <li><b>Describe</b> the advantages and disadvantages of using alternate energy sources.</li> </ul>	What are alternative renewable sources of energy?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 9</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Effect's of heat</li> <li>Using water</li> <li>Recycling</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 33	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>LS #4: Recognize</b> that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. The way in which cells function is similar in all living organisms.</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Resources</li> <li>Water</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Explain</b> how important water is to living things.</li> <li><b>Identify</b> different sources of water.</li> <li><b>Describe</b> how the location of water effects where humans live.</li> </ul>	How does polluted water affect all living things?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 9</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <ul style="list-style-type: none"> <li>Settling</li> </ul> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 34	
<b>Performance Standards</b>	
<i>The students will:</i>	
<p><b>ES #6: Describe</b> the layers of the earth, including the lithosphere, the hot convecting mantle, and the dense metallic core.</p> <p><b>ES #6: Describe and Give</b> examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering</p>	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>Resources</li> <li>Land</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li><b>Explain</b> why land is a renewable resource.</li> <li><b>Explain</b> why trees are renewable, but many forests are not.</li> <li><b>Describe</b> how many mineral resources are used.</li> </ul>	How are resources used to make every day items?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>Glencoe Red © 2002 Chapter 9</li> <li>Foldables</li> <li>Transparency Activity W.S.</li> <li>Content Outline W.S.</li> <li>Enrichment/ Reinforcement W.S.</li> <li>Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>Power Point Presentations</li> <li>On-line Text book</li> <li>Guided audio Reading Program</li> <li>Virtual Labs CD-ROM</li> <li>Interactive Chalkboard CD-ROM</li> <li>Internet labs and resources</li> <li>Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be Given daily on each introduced topic.</p> <p><b>Lab/ Lab Report:</b></p> <p><b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.</p> <p><b>TEST: Chapter 9</b></p>	<p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 35	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>PS #1: Differentiate</b> between weight and mass, recognizing that weight is the amount of gravitational pull on an object.	
<b>PS #2: Differentiate</b> between volume and mass. <b>Define</b> density.	
<b>PS #3: Recognize</b> that the measurement of volume and mass requires understanding of the sensitivity of measurement tools (e.g., rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Properties and Changes of Matter</li> <li>• Physical Properties and Changes</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Identify</b> physical properties of matter.</li> <li>• <b>Describe</b> the states of matter.</li> <li>• <b>Classify</b> matter using physical properties.</li> </ul>	Why is understanding physical properties and changes important?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 18</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<b>Homework:</b> To be Given daily on each introduced topic. <b>Lab/ Lab Report:</b> <b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.	<b>Completed by:</b> <b>Comments</b>

Week 36	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>PS #6: Differentiate</b> between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound).	
<b>PS #8: Differentiate</b> between mixtures and pure substances.	
<b>PS #9: Recognize</b> that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample.	
<b>PS #10: Differentiate</b> between physical changes and chemical changes.	
<b>PS #15: Explain</b> the effect of heat on particle motion through a description of what happens to particles during a change in phase.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Properties and Changes of Matter</li> <li>• Physical Properties and Changes</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Identify</b> physical properties of matter.</li> <li>• <b>Describe</b> the states of matter.</li> <li>• <b>Classify</b> matter using physical properties.</li> </ul>	How does observing physical properties help you interpret the world around you?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 18</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<b>Homework:</b> To be Given daily on each introduced topic. <b>Lab/ Lab Report:</b> <b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.	<b>Completed by:</b> <b>Comments</b>

Week 37	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>PS #4: Explain and Give</b> examples of how mass is conserved in a closed system.	
<b>PS #10: Differentiate</b> between physical changes and chemical changes.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Properties and Changes of Matter</li> <li>• Chemical Properties and Changes</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Recognize</b> chemical properties.</li> <li>• <b>Identify</b> Chemical changes.</li> <li>• <b>Classify</b> matter according to chemical properties.</li> <li>• <b>Describe</b> the law of conservation of mass.</li> </ul>	Why is understanding chemical properties and changes important?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 18</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<b>Homework:</b> To be Given daily on each introduced topic. <b>Lab/ Lab Report:</b> <b>Quiz:</b> Given at the end of the week on all introduced topics and concepts.	<b>Completed by:</b>  <b>Comments</b>

Week 38	
<b>Performance Standards</b>	
<i>The students will:</i>	
<b>PS #4: Explain and Give</b> examples of how mass is conserved in a closed system.	
<b>PS #10: Differentiate</b> between physical changes and chemical changes.	
<b>Unit/Topic./Lesson</b>	
<ul style="list-style-type: none"> <li>• Properties and Changes of Matter</li> <li>• Chemical Properties and Changes</li> </ul>	
<b>Objectives (Students Will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• <b>Recognize</b> chemical properties.</li> <li>• <b>Identify</b> Chemical changes.</li> <li>• <b>Classify</b> matter according to chemical properties.</li> <li>• <b>Describe</b> the law of conservation of mass.</li> </ul>	How is matter and energy conserved during a chemical change?
<b>Teacher Resources</b>	<b>Media Resources</b>
<ul style="list-style-type: none"> <li>• Glencoe Red © 2002 Chapter 18</li> <li>• Foldables</li> <li>• Transparency Activity W.S.</li> <li>• Content Outline W.S.</li> <li>• Enrichment/ Reinforcement W.S.</li> <li>• Directed Reading (Eng/Span)</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• On-line Text book</li> <li>• Guided audio Reading Program</li> <li>• Virtual Labs CD-ROM</li> <li>• Interactive Chalkboard CD-ROM</li> <li>• Internet labs and resources</li> <li>• Video Quiz Game</li> </ul>
<b>Assessment Activities</b>	<b>Completion date:</b>
<b>Homework:</b> To be Given daily on each introduced topic. <b>Lab/ Lab Report:</b> <b>Quiz:</b> Given at the end of the week on all introduced topics and concepts. <b>TEST: Chapter 18</b>	<b>Completed by:</b>  <b>Comments</b>