|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand 1: Inquiry Process**  **Concept 3: Analysis and Conclusions** | **S1C3PO 6**. Formulate new questions based on the results of a completed investigation.  **M** | I will formulate new questions based on the results of a completed investigation. | Synthesis | Prentice Hall Science Explorer  Inquiry Skills (See skills handbook pages in back of each TG book) | Formulate new questions |
| Strand 1: Inquiry Process  **Concept 4: Communication** | **S1C4PO 1.** Choose an appropriate graphic representation for collected data:   * line graph * double bar graph * stem and leaf plot * histogram   **M** | I will choose an appropriate graph to represent my collected data:  line graph  double bar graph  stem and leaf plot  histogram | Knowledge | Prentice Hall Science Explorer MATH Skills (See skills hand book in back of each TG book)  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.  Representing data in Graphs  Representing data in Graphs (6) (2) | Histogram  Stem and Leaf plots  Appropriate graphic representation |
| Strand 1: Inquiry Process  Concept 4: Communication | **S1C4PO 2.** Display data collected from a controlled investigation.  **M** | I will display data collected from my controlled investigation. | Knowledge | Prentice Hall Science Explorer Inquiry Skills (See skills handbook pages in back of each TG book) | Controlled Investigation  Data |
| Strand 1: Inquiry Process  Concept 4: Communication | **S1C4PO 3**. Communicate the results of an investigation with appropriate use of qualitative and quantitative information.  **M** | I will communicate the results of my investigation with appropriate use of qualitative and quantitative information. | Application | Prentice Hall Science Explorer Inquiry Skills (See skills handbook pages in back of each TG book) | Communicate  Qualitative information  Quantitative information |
| Strand 1: Inquiry Process  Concept 4: Communication | **S1C4PO 4**. Create a list of instructions that others can follow in carrying out a procedure (without the use of personal pronouns).  **M** | I will create a list of instructions that others can follow in carrying out a procedure (without the use of personal pronouns). | Synthesis | Prentice Hall Science Explorer Reading Skills (See skills handbook pages in back of each TG book) | Procedure  Personal pronouns |
| Strand 1: Inquiry Process  Concept 4: Communication | **S1C4PO 5**. Communicate the results and conclusion of the investigation.  **M** | I will communicate the results and conclusion of the investigation. | Application | Prentice Hall Science Explorer Inquiry Skills (See skills handbook pages in back of each TG book) | Results  Conclusions  Communicate |
| **Strand 2: History and Nature of Science**  **Concept 2: Nature of Scientific Knowledge** | **S2C2PO 2.** Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.  **M** | I will describe how scientific knowledge is subject to change:   * as new information challenges prevailing science theories. * as new technology challenges prevailing science theories. | Knowledge | PRENTICE HALL SCIENCE EXPLORER WEATHER AND CLIMATE: Pages 16 and 19. Pages 84 and 85.  EARTH’S WATERS: Pages 50 and 51.  [Teacher suggestions: Understanding about science / What is the Nature of Science? / Nature of science / Home - Science Online](http://scienceonline.tki.org.nz/Nature-of-science/What-is-the-Nature-of-Science/Teacher-suggestions-Understanding-about-science) | Scientific knowledge  Challenges  Prevailing  Theory  Theories |
| **Strand 3: Science in Personal and Social Perspectives**  **Concept 1: Changes in Environments** | **S3C1PO 1**. Evaluate the effects of the following natural hazards:   * sandstorm * hurricane * tornado * ultraviolet light * lightning-caused fire   **M** | I will evaluate the effects of the following natural hazards:   * sandstorms * hurricanes * tornado * ultraviolet light * lightning- caused fire | Evaluation | WEATHER AND WATER, INVESTIGATION 1: VIDEO, Things That Fall From the Sky.  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Effects of natural hazards (6) * Effects of natural hazards (6) (2) | Evaluate  Effects  Natural Hazards  Ultraviolet light | |
| Strand 3: Science in Personal and Social Perspectives  Concept 1: Changes in Environments | **S3C1PO 2**. Describe how people plan for, and respond to, the following natural disasters:   * drought * flooding * tornadoes   **M** | I will describe how people plan for, and respond to, the following natural disasters:   * drought * flooding * tornadoes | Knowledge | WEATHER AND WATER, INVESTIGATION 1: VIDEO, Things That Fall From the Sky.    [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Natural disasters * Natural disaster (2) * Plan for and respond to natural disasters | Drought  Disasters | |
| **Strand 4: Life Science**  **Concept 1: Structure and Function in Living Systems** | **S4.C1.PO 1.** Explain the importance of water to organisms.  **M** | I will explain the importance of water to organisms. | Knowledge | FOSS DIVERSITY OF LIFE: Investigation 1, What is Life?  Prentice Hall Science Explorer, CELLS AND HEREDITY: Chapter 1, Cell Structure and Function  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Importance of water to living organisms | organisms |
| Strand 4: Life Science  Concept 1: Structure and Function in Living Systems | **S4.C1.PO 2**. Describe the basic structure of a cell, including:   * cell wall * cell membrane * nucleus   **M** | I will describe the basic structure of a cell:   * cell wall * cell membrane * nucleus | Knowledge | FOSS DIVERSITY OF LIFE: Investigation 2, Introduction to Microscopes; Investigation 3, Microscopic Life  FOSS Diversity of Life: Investigation 4,  Prentice Hall Science Explorer, CELLS AND HEREDITY: Chapter 1, Cell Structure and Function  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Cell structure * Structure and function of cells * Structure and function of cells (2) | structure  Cell  Cell wall  Cell membrane  Nucleus |
| Strand 4: Life Science  Concept 1: Structure and Function in Living Systems | **S4.C1.PO 3.** Describe the function of each of the following cell parts:   * cell wall * cell membrane * nucleus   **M** | I will describe the function of each of the following cell parts:   * cell wall * cell membrane * nucleus | Knowledge | FOSS DIVERSITY OF LIFE: Investigation 2, Introduction to Microscopes; Investigation 3, Microscopic LIfe  Life FOSS Diversity of Life: Investigation 4, Ribbons of Life  Prentice Hall Science Explorer, CELLS AND HEREDITY: Chapter 1, Cell Structure and Function  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Structure and function of cells * Structure and function of cells (2) * Function of cell parts | function  Cell wall  Cell membrane  Nucleus |
| Strand 4: Life Science  Concept 1: Structure and Function in Living Systems | **S4.C1.PO 4**. Differentiate between plant and animal cells.  **M** | I will differentiate between plant and animal cells. | Comprehension | FOSS DIVERSITY OF LIFE: Investigation 2, Introduction to Microscopes; Investigation 3, Microscopic Life  FOSS Diversity of Life: Investigation 4, Ribbons of Life  Prentice Hall Science Explorer, CELLS AND HEREDITY: Chapter 1, Section 2, Cell Structure and Function  <http://www.bing.com/images/results.aspx?q=plant+and+animal+cell+differences+for+kids&form=MSNH14&qs=AS&sk=AS1&pq=plant+and+animal+cell+differences&sp=2&sc=3-33&x=88&y=16#x0y0>  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Structure and function of cells * Structure and function of cells (2) * Plant and animal cells | Plant cells  Animal cells |
| Strand 4: Life Science  Concept 1: Structure and Function in Living Systems | **S4.C1.PO 5**. Explain the hierarchy of cells, tissues, organs, and systems.  **M** | I will explain the hierarchy of cells, tissues, organs, and systems. | Knowledge | Prentice Hall Science Explorer, CELLS AND HEREDITY: Chapter 1, Section 2, Cell Structure and Function, Page 23.  FOSS Diversity of Life: Investigation 4, Ribbons of Life  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Organization of life | hierarchy  Cells  Tissues  Organs  Systems |
| Strand 4: Life Science  Concept 1: Structure and Function in Living Systems | **S4.C1.PO 6**. Relate the following structures of living organisms to their functions:  Animals   * respiration – gills, lungs * digestion – stomach, intestines * circulation – heart, veins, arteries, capillaries * locomotion – muscles, skeleton   Plants   * transpiration – stomata, roots, xylem, phloem * absorption – roots, xylem, phloem * response to stimulus (phototropism, hydrotropism, geotropism) – roots, xylem, phloem   **M** | I will relate the following structures of living organisms to their functions:  Animals   * respiration – gills, lungs * digestion – stomach, intestines * circulation – heart, veins, arteries, capillaries * locomotion – muscles, skeleton   Plant   * transpiration – stomata, roots, sylem, phloem * absorption – roots, xylem, phloem * response to stimulus (phototropism, hydrotropism, geotropism) – roots, xylem, phloem | Comprehension | Prentice Hall Science Explorer, CELLS AND HEREDITY: Chapter 1, Cell Structure and Function (Pages 6 and 7)  FOSS Diversity of Life: Investigation 4, (Focus on Plant and Animal Cell)  FOSS Diversity of Life: Investigation 4, Ribbons of Life  (CD ROM: Cells and the Ribbons of Life)  FOSS Diversity of Life: Investigation 4, Ribbons of Life  (CD ROM: Cells and the Ribbons of Life) with Lab Note book pages 28 and 29.  Prentice Hall Science Explorer, ANIMALS  Prentice Hall Science Explorer, PLANTS  <http://www.bing.com/images/results.aspx?q=HYDROTROPISM%2C+PHOTOTROPISM+GEOTROPISM++for+kids&form=MSNH14&qs=n&sk=&sc=1-22#x0y0>  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Plant transpiration * Plant tropism * Structures of animals * Structures of plants | Function  Respiration  Digestion  Circulation  Locomotion  Transpiration  Absorption  Stimulus  Response  Capillaries  Stomata  Xylem  Phloem  Phototropism  Hydrotropism  geotropism |
| Strand 4: Life Science  Concept 1: Structure and Function in Living Systems | **S4.C1.PO 7**. Describe how the various systems of living organisms work together to perform a vital function:   * respiratory and circulatory * muscular and skeletal * digestive and excretory   **M** | I will describe how the various systems of living organisms work together to perform a vital function:   * respiratory and circulatory * muscular and skeletal * digestive and excretory | Knowledge | Prentice Hall Science Explorer, CELLS AND HEREDITY: Chapter 1, Cell Structure and Function (Pages 6 and 7)  FOSS Diversity of Life: Investigation 4, (Focus on Plant and Animal Cell)  FOSS Diversity of Life: Investigation 4, Ribbons of Life  (CD ROM: Cells and the Ribbons of Life)  FOSS Diversity of Life: Investigation 4, Ribbons of Life  (CD ROM: Cells and the Ribbons of Life) with Lab Note book pages 28 and 29.  Prentice Hall Science Explorer, ANIMALS  Prentice Hall Science Explorer, PLANTS  [skeletal and muscular systems - Bing Images](http://www.bing.com/images/search?q=skeletal+and+muscular+systems&qpvt=skeletal+and+muscular+systems&FORM=IGRE&adlt=strict)  [respiratory and circulatory system for kids - Bing](http://www.bing.com/search?q=respiratory+and+circulatory+system+for+kids&form=MSNH14&qs=AS&sk=HS1AS3&pq=respiratory+and+circulatory&sp=5&sc=8-27&adlt=strict)  [Attea Middle School - Human Body Systems](http://at.glenview34.org/webresources/science/bodysystems.htm)  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Body systems working together * Organs and systems | Respiratory and  circulatory Muscular and  skeletal  Digestive and  excretory  Systems  Functions |
| Strand 4: Life Science  **Concept 3: Populations of Organisms in an Ecosystem** | **S4.C3.PO 1**. Explain that sunlight is the major source of energy for most ecosystems.  **M** | I will explain that sunlight is a major source of energy for most ecosystems. | Knowledge | <http://www.bing.com/images/search?q=sunlight+as+major+source+of+energy+for+ecosystem&FORM=BIFD&adlt=strict#x0y348>  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Sunlight – Ecosystemsenergy source | Ecosystems  Energy |
| Strand 4: Life Science  Concept 3: Populations of Organisms in an Ecosystem | **S4.C3.PO 2.** Describe how the following environmental conditions affect the quality of life:   * water quality * climate * population density * smog   **M** | I will describe how the following environmental conditions affect the quality of life:   * water quality * climate * population density * smog | Knowledge | Water Quality  <http://www.oceansidecleanwaterprogram.org/kids.asp>  Climate and Smog  <http://www.clean-air-kids.org.uk/airquality.html>  Population Density  <http://encyclopedia.kids.net.au/page/po/Population_density>  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Environment effects quality of life * The environment and quality of life | water quality climate population density  smog |
| **Strand 5: Physical Science**  **Concept 3: Transfer of Energy** | **S5C3PO 1.** Identify various ways in which electrical energy is generated using renewable and non-renewable resources (e.g., wind, dams, fossil fuels, nuclear reactions).  **M** | I will identify ways in which electrical energy is generated using renewable and nonrenewable resources.   * Wind * Dams * Fossil fuels * Nuclear reactors | Knowledge | Conoco Phillips Program (NEED: National Energy Education Development Project) renewable and nonrenewable energy resources:  Intermediate Energy Infobook (Pages 10 – 32)  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.  Energy from resources  Renewable and non renewable sources of energy | Renewable resource  Nonrenewable resource  Fossils fuels  Nuclear reactions  generate |
| Strand 5: Physical Science  Concept 3: Transfer of Energy | **S5C3PO 2**. Identify several ways in which energy may be stored.  **M** | I will identify several ways in which energy may be stored. | Knowledge | FOSS WEATHER AND WATER, Investigation 4: Heat Transfer  Prentice Hall Science Explorer WEATHER AND CLIMATE, Chapter 2, Section 2, Heat Transfer  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Potential energy and kinetic energy * Stored energy | Energy |
| Strand 5: Physical Science  Concept 3: Transfer of Energy | **S5C3PO 3.** Compare the following ways in which energy may be transformed:   * mechanical to electrical * electrical to thermal   **M** | I will compare the following ways in which energy may be transformed:   * Mechanical to electrical * Electrical to thermal | Comprehension | Prentice Hall Science Explorer EARTH’S WATERS: Chapter 3, Section 2, Tides (page 106-107).  Prentice Hall Science Explorer WEATHER AND CLIMATE, Chapter 2, Section 1  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Potential energy and kinetic energy * Transforming energy | Energy  Transformed  Mechanical  Electrical  Thermal |
| Strand 5: Physical Science  Concept 3: Transfer of Energy | **S5C3PO 4.** Explain how thermal energy (heat energy) can be transferred by:   * conduction * convection * radiation   **M** | I will explain how thermal energy (heat energy) can be transferred by:   * conduction * convection * radiation | Knowledge | FOSS WEATHER AND WATER, Investigation 5, Convection  Prentice Hall Science Explorer WEATHER AND CLIMATE, Chapter 2, Section 2 (page 45)  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Thermal energy and methods of energy transfer * Transferring heat * Transferring heat (2) | Thermal energy  Heat energy  Transferred  Conduction  Convection  Radiation |
| **Strand 6: Earth and Space Science**  **Concept 1: Structure of the Earth** | **S6.C1.PO 1.** Describe the properties and the composition of the layers of the atmosphere.  **M** | I will describe the properties of the layers of the atmosphere.  I will describe the composition of the layers of the atmosphere. | Knowledge | FOSS KIT: WEATHER AND WATER: Investigation 2: Where’s The Air? (Atmosphere Poster)  Prentice Hall Science Explorer: Weather and Climate, Chapter 1, Section 3  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login n  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Layers of the atmosphere | Properties  Composition  Atmosphere  Layers | |
| Strand 6: Earth and Space Science  Concept 1: Structure of the Earth | **S6.C1.PO 2.** Explain the composition, properties, and structure of the Earth’s lakes and rivers.  **M** | I will explain the composition of the Earth’s lakes and rivers.  I will explain the properties of the Earth’s lakes and rivers.  I will explain the structure of the Earth’s lakes and rivers. | Knowledge | Prentice Hall Science Explorer: EARTH’S WATERS: Chapter 1; Earth, The Water Planet (Sections 1 and 3)  FOSS WEATHER AND WATER, Investigation 7, The Water Planet.  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Earth’s lakes and waters * Lakes * Rivers | Composition  Properties  Structure | |
| Strand 6: Earth and Space Science  Concept 1: Structure of the Earth | **S6.C1.PO 3**. Explain the composition, properties, and structures of the oceans’ zones and layers**. M** | I will explain the composition of the oceans’ zones and layers.  I will explain the properties of the oceans’ zones and layers.  I will explain the structure of the oceans’ zones and layers. | Knowledge | Prentice Hall Science Explorer: EARTH’S WATERS: Chapter 3 (Section 1)  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Ocean zones * The oceans | Composition  Properties  Structure  Ocena zones  Ocean layers | |
| Strand 6: Earth and Space Science  Concept 1: Structure of the Earth | **S6.C1.PO 4.** Analyze the interactions between the Earth’s atmosphere and the Earth’s bodies of water (water cycle).  **M** | I will analyze the interactions between the Earth’s atmosphere and the Earth’s bodies of water.  I will illustrate the Earth’s water cycle. | Analysis | Prentice Hall Science Explorer: EARTH’S WATERS: Chapter 1, Section 2  FOSS WEATHER AND WATER, Investigation 7, The Water Cycle Game  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Earth’s atmosphere and bodies of water * The atmosphere and bodies of water | Analyze  Interactins  Earth’s atmosphere | |
| Strand 6: Earth and Space Science  Concept 1: Structure of the Earth | **S6.C1.PO 5.** Describe ways scientists explore the Earth’s atmosphere and bodies of water.  **M** | I will describe ways scientists explore the Earth’s atmosphere.  I will describe ways scientists explore bodies of water. | Knowledge | [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Exploration of the atmosphere and Oceans * Exploring Earth’s atmosphere and Oceans   Prentice Hall Science Explorer, EARTH’S  WATERS: Chapter 1, Section 1 (Pages 132, 133)  FOSS KIT: WEATHER AND WATER: Investigation 2: Where’s The Air? (Atmosphere Poster) | Earth’s atmosphere  “bodies of water” | |
| Strand 6: Earth and Space Science  **Concept 2: Earth’s Processes and Systems** | **S6.C2.PO 1.** Explain how water is cycled in nature.  **M** | I will explain how water is cycled in nature. | Knowledge | Prentice Hall Science Explorer: EARTH’S WATERS: Chapter 1, Section 2  FOSS WEATHER AND WATER, Investigation 7, The Water Cycle Game  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * The water cycle * The water cycle (2) | Cycle  Water cycle | |
| Strand 6: Earth and Space Science  Concept 2: Earth’s Processes and Systems | **S6.C2.PO 2**. Identify the distribution of water within or among the following:   * atmosphere * lithosphere * hydrosphere   **M** | I will identify the distribution of water within or among the following:   * atmosphere * lithosphere * hydrosphere | Knowledge | [http://www.wisedude.com/science\_engi neering/composition\_earth.htm](http://www.wisedude.com/science_engi%20neering/composition_earth.htm)  (Pull images on this page.)  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Atmosphere, Lithosphere, Hydrosphere * Distribution of Earth’s Waters | Distribution  Atmosphere  Lithosphere  Hydrosphere | |
| Strand 6: Earth and Space Science  Concept 2: Earth’s Processes and Systems | **S6.C2.PO 3.** Analyze the effects that bodies of water have on the climate of a region.  **M** | I will analyze the effects that bodies of water have on the climate of a region. | Analysis | FOSS WEATHER AND WATER, Investigation 7, The Water Cycle Game  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Bodies of Water and Climate * Factors effecting climate | Analyze  Effects/affects  Climate  Analyze  Region | |
| Strand 6: Earth and Space Science  Concept 2: Earth’s Processes and Systems | **S6.C2.PO 4.** Analyze the following factors that affect climate:   * ocean currents * elevation * location   **M** | I will analyze the following tactors that affect climate:   * ocean currents * elevation * location | Analysis | Prentice Hall Science Explorer, EARTH’S WATERS, Chapter 3, (Sections 4 and 5)  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Factors effecting climate * Factors that affect climate | Factors  Affect/Effect  Factors  Climate  Ocean currents  Elevation | |
| Strand 6: Earth and Space Science  Concept 2: Earth’s Processes and Systems | **S6.C2.PO 5.** Analyze the impact of large-scale weather systems on the local weather.  **M** | I will analyze the impact of large-scale weather systems on the local weather. | Analysis | Prentice Hall Science Explorer, WEATHER AND CLIMATE, Chapters 2 and 3  FOSS WEATHER AND WATER; Investigation 9, Weather and Climate  [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Large scale weather systems * Large scale weather systems and weather | Analyze  Impact  Large-scale  Weather systems | |
| Strand 6: Earth and Space Science  Concept 2: Earth’s Processes and Systems | **S6.C2.PO 6.** Create a weather system model that includes:   * the Sun * the atmosphere * bodies of water   **M** | I will create a weather system model that includes:   * the Sun * atmosphere * bodies of water | Synthesis | [Assessment Technology, Incorporated: Home of Galileo Technology for Instructional Improvement](http://ati-online.com/)  Select Galileo K-12 Login  Select Curriculum at top of page.  Select schedule Lesson  Choose grade and Science  Select concept level  Bottom of page, select FIND LESSON PLAN.   * Large scale weather systems * Weather system models | Weather system model  Atmosphere | |