|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 graphdouble bar graphstem and leaf plothistogram | 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.Representing data in GraphsRepresenting data in Graphs (6) (2) | HistogramStem and Leaf plotsAppropriate graphic representation |
| Strand 1: Inquiry ProcessConcept 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 InvestigationData |
| Strand 1: Inquiry ProcessConcept 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) | CommunicateQualitative informationQuantitative information |
| Strand 1: Inquiry ProcessConcept 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) | ProcedurePersonal pronouns |
| Strand 1: Inquiry ProcessConcept 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) | ResultsConclusionsCommunicate |
| **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 knowledgeChallengesPrevailingTheoryTheories |
| **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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Effects of natural hazards (6)
* Effects of natural hazards (6) (2)
 | EvaluateEffectsNatural HazardsUltraviolet 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Natural disasters
* Natural disaster (2)
* Plan for and respond to natural disasters
 | DroughtDisasters |
| **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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Importance of water to living organisms
 | organisms |
| Strand 4: Life ScienceConcept 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 LifeFOSS 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Cell structure
* Structure and function of cells
* Structure and function of cells (2)
 | structureCellCell wallCell membraneNucleus |
| Strand 4: Life ScienceConcept 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 LIfeLife FOSS Diversity of Life: Investigation 4, Ribbons of LifePrentice 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Structure and function of cells
* Structure and function of cells (2)
* Function of cell parts
 | functionCell wallCell membraneNucleus |
| Strand 4: Life ScienceConcept 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 LifeFOSS Diversity of Life: Investigation 4, Ribbons of LifePrentice 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Structure and function of cells
* Structure and function of cells (2)
* Plant and animal cells
 | Plant cellsAnimal cells |
| Strand 4: Life ScienceConcept 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 LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Organization of life
 | hierarchyCellsTissuesOrgansSystems |
| Strand 4: Life ScienceConcept 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, ANIMALSPrentice 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Plant transpiration
* Plant tropism
* Structures of animals
* Structures of plants
 | FunctionRespirationDigestionCirculationLocomotionTranspirationAbsorptionStimulusResponseCapillariesStomataXylemPhloemPhototropismHydrotropismgeotropism |
| Strand 4: Life ScienceConcept 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, ANIMALSPrentice 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Body systems working together
* Organs and systems
 | Respiratory and  circulatory Muscular and  skeletal Digestive and  excretory SystemsFunctions |
| 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Sunlight – Ecosystemsenergy source
 | EcosystemsEnergy |
| Strand 4: Life ScienceConcept 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Environment effects quality of life
* The environment and quality of life
 | water quality climate population densitysmog |
| **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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.Energy from resourcesRenewable and non renewable sources of energy | Renewable resourceNonrenewable resourceFossils fuelsNuclear reactionsgenerate |
| Strand 5: Physical ScienceConcept 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 TransferPrentice 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Potential energy and kinetic energy
* Stored energy
 | Energy |
| Strand 5: Physical ScienceConcept 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Potential energy and kinetic energy
* Transforming energy
 | EnergyTransformedMechanicalElectricalThermal |
| Strand 5: Physical ScienceConcept 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, ConvectionPrentice 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Thermal energy and methods of energy transfer
* Transferring heat
* Transferring heat (2)
 | Thermal energyHeat energyTransferredConductionConvectionRadiation |
| **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 nSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Layers of the atmosphere
 | PropertiesCompositionAtmosphereLayers |
| Strand 6: Earth and Space ScienceConcept 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Earth’s lakes and waters
* Lakes
* Rivers
 | Composition PropertiesStructure |
| Strand 6: Earth and Space ScienceConcept 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Ocean zones
* The oceans
 | CompositionPropertiesStructureOcena zonesOcean layers |
| Strand 6: Earth and Space ScienceConcept 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 2FOSS 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Earth’s atmosphere and bodies of water
* The atmosphere and bodies of water
 | AnalyzeInteractinsEarth’s atmosphere |
| Strand 6: Earth and Space ScienceConcept 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Exploration of the atmosphere and Oceans
* Exploring Earth’s atmosphere and Oceans

Prentice Hall Science Explorer, EARTH’SWATERS: 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 2FOSS 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* The water cycle
* The water cycle (2)
 | CycleWater cycle |
| Strand 6: Earth and Space ScienceConcept 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Atmosphere, Lithosphere, Hydrosphere
* Distribution of Earth’s Waters
 | DistributionAtmosphereLithosphereHydrosphere |
| Strand 6: Earth and Space ScienceConcept 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Bodies of Water and Climate
* Factors effecting climate
 | AnalyzeEffects/affectsClimateAnalyzeRegion |
| Strand 6: Earth and Space ScienceConcept 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Factors effecting climate
* Factors that affect climate
 | FactorsAffect/EffectFactorsClimateOcean currentsElevation |
| Strand 6: Earth and Space ScienceConcept 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 3FOSS 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Large scale weather systems
* Large scale weather systems and weather
 | AnalyzeImpactLarge-scaleWeather systems |
| Strand 6: Earth and Space ScienceConcept 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 LoginSelect Curriculum at top of page.Select schedule LessonChoose grade and ScienceSelect concept levelBottom of page, select FIND LESSON PLAN.* Large scale weather systems
* Weather system models
 |  Weather system modelAtmosphere |