

Sci-Tech Connections

Scope and Sequence

Grade 6

Sci Tech Connections Scope and Sequence - Grade 6

Name of Module	Lesson	Name of Activity	Main Concepts	Specific Expectations	Materials Required	Pacing *
<i>Airborne</i>	1	What an Uplifting Experience	Investigates lift and Bernoulli's principle.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • make predictions and test different shapes and sizes of paper • explain why the paper wings went up • use the vocabulary force, lift, and aerodynamics • make a wing design that shows lift • relate learning to the natural environment 	<ul style="list-style-type: none"> • paper (chart, folding, construction) • scissors • markers • rulers • tape • Internet access • resource books • CD-ROMs • hair blower or fan (optional wind sources) 	1 – 40 min. period + homework
<i>Airborne</i>	2	What a Blast!	Creates a device using Bernoulli's principle.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • make predictions and test ideas • explain why the reaction occurs when you blow through the straw • make comparisons to real-life equipment • relate learning to the natural environment 	<ul style="list-style-type: none"> • straws • water glass • container of water • scissors 	1 – 40 min. period
<i>Airborne</i>	3	Such Gravity	Explores what happens when objects of different shapes and masses are dropped from the same height. Investigates and demonstrates that the rate of drop by gravity can be affected by the shape of an object.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • make predictions and test ideas • explain how gravity affects flight • use the vocabulary force, gravity, and aerodynamics • make a paper helicopter design • relate learning to the natural environment 	<ul style="list-style-type: none"> • book • tennis ball • yard (meter) stick • balance (scale) • variety of paper • markers • scissors 	1 or 2 – 40 min. periods

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<i>Airborne</i>	4	What a Drag!	Demonstrates and explains that when something moves through the air, the air resists. Identifies how the shape and the direction of the design helps the object move through the air more easily.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • make predictions and test ideas • explain how different sizes of paper behave as they are pushed through the air • use the vocabulary force, lift, drag, aerodynamics, and streamlined accurately • apply these new concepts to your daily lives 	<ul style="list-style-type: none"> • plain pieces of paper (variety of sizes) • construction paper • chart paper • markers • umbrella • scissors • tape 	2 – 40 min. periods
<i>Airborne</i>	5	Thrusting Ahead!	Investigates how thrust can be used to propel various objects. Demonstrates and explains how thrust affects the flight path of objects.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • make predictions and test ideas • explain why the balloon moved • use the vocabulary force, thrust, and aerodynamics • relate learning to own lives 	<ul style="list-style-type: none"> • balloons • straws • protractor • paper clips • tape • construction paper • cardboard • scissors • string or fishing line 	1 or 2 – 40 min. periods
<i>Airborne</i>	6	Up, Up, and Away	Identifies that air takes up space and recognizes that warm air expands and cool air contracts. Designs and creates a hot air balloon.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • make predictions and test ideas • explain why the reaction occurs when you place the bottle in the hot water and later in the ice • create a model of a hot air balloon • use vocabulary gravity, motion, air resistance, heat, lift, and lighter than air • apply concepts to real-life situations 	<ul style="list-style-type: none"> • container to hold water or ice • variety of sizes of plastic bags • balloon • small-necked bottle • hot water and ice • string • thermometer • hair dryer • scraps of material • plastic berry baskets 	2 – 40 min. periods

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<i>Airborne</i>	7	The Final Event	Demonstrates and explains how all of the forces of lift, drag, thrust, and gravity come into play when designing a plane.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • design, create, and test a paper airplane • make predictions and test ideas • describe the plane's flight path and reasons for the flight path • use the vocabulary force, lift, drag, gravity, streamline, thrust, and aerodynamics • create design plans and a letter of recommendation for the bid 	<ul style="list-style-type: none"> • paper • ruler • tape • plastic lids • Airplane Design Log (page 40) • straws • scissors • paper clips • markers 	1 – 60 min. period
<i>It Really Is a Small World After All</i>	8	One Starry Night	Gathers information about what students know, and what they want to know and find out.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • brainstorm what you know about space and what you would like to know about space 	<ul style="list-style-type: none"> • Know–Want–Learn chart (BLM 18) or chart paper • markers 	1 – 40 min. period
<i>It Really Is a Small World After All</i>	9	We Come in Peace	Investigates the physical characteristics of components of the solar system.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • research information for individual planets and the sun • present reports using visuals, plays, etc., about assigned tasks, as fleet captains and crews • construct, if desired, a boardroom for imaginary civilization of Queen Atina and Commander Laup for presentations from fleet captains and crews 	<ul style="list-style-type: none"> • recording devices (video and audio) • Internet access • research materials • art materials as requested by groups 	4 or 5 – 40 min. periods

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<i>It Really Is a Small World After All</i>	10	This Place Called Earth	Explores, investigates, and demonstrates how earth's rotation causes the day and night cycle and how the earth's revolution causes the yearly cycle of seasons.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • do not look directly at the sun – ever • make predictions and test ideas • discuss and investigate how shadow positions can help tell time • explain how sunlight patterns change • create a presentation to show how the earth rotates around the sun causing day, night, and the seasons 	<ul style="list-style-type: none"> • station sheets (pages 30 to 34) • art materials as required • flashlights • globe • balls 	6 – 40 min. periods + homework
<i>It Really Is a Small World After All</i>	11	La Luna	Investigates and explains how the relative positions of earth, the sun, and the moon cause the moon phases, eclipses, and tides.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • identify phases of moon and explain why they occur • create a fair test to explain lunar craters • describe lunar and solar eclipses and explain why they occur • hypothesize why lunar and solar eclipses only occur periodically • use vocabulary satellite, neap tide, spring tide, eclipse, crater, meteor • present learning to another group • critique own work and that of another group 	<ul style="list-style-type: none"> • chart paper or poster board • Internet access • resource books • other materials as requested 	5 – 40 min. periods
<i>It Really Is a Small World After All</i>	12	It's in the Stars	Recognizes major constellations in the night sky, and the cycle and patterns of the constellations, and as well, constructs a model of at least one constellation.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • identify bodies in space that emit light • recognize major constellations • create a constellation • describe how past and present day contributions of astronomy have affected the quality of human life 	<ul style="list-style-type: none"> • paper • black construction paper • pushpins • flashlight (optional) • resources (encyclopedias; astronomy, mythology, and folktale books) • Internet access • sky charts (pages 71 to 72) 	3 or 4 – 40 min. periods

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<i>It Really Is a Small World After All</i>	13	How Would We Survive?	Researches and describes how astronauts survive in space.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • explain how astronauts meet their basic needs in space • identify tools needed to survive on earth and in space • compare Spaceship Earth to a space station • recognize that the sun is the main source of energy for life on earth 	<ul style="list-style-type: none"> • large sheets of chart paper • markers • pictures of space station, earth from space, solar system, a space suit, “space” food • resource books • Internet access 	3 or 4 – 40 min. periods
<i>It Really Is a Small World After All</i>	14	Standing on the Shoulders of Giants	Researches and presents historical and American contributions in the field of astronomy.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • research a topic about space with Expert Group • present information gathered to Home Group and listen to others’ information • using all the information from Home Group, members create a presentation that will be shared with others 	<ul style="list-style-type: none"> • encyclopedias • journals • Internet access • CD-ROMs • resource books • other materials as requested for presentation 	5 – 40 min. periods + homework
<i>e-MOTION-ally Charged</i>	15	The Art of Designing Products	Explores the physical and esthetic properties of products and introduces the engineers and designers who create products.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • investigate a product to determine its physical and esthetic properties • use the vocabulary design, product, physical properties, and esthetic properties • record data and observations • prepare and present a design sketch 	<ul style="list-style-type: none"> • chart paper • markers 	1 – 60 min. period

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<i>e-MOTION-ally Charged</i>	16	Machine Ins and Outs	Explores and investigates four types of motion through building a cam and follower, a crank and slide, and a rack and pinion mechanism.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • work through the stations and record data and observations • design and make a mechanical locking system with a rotary input and a reciprocating output • use the vocabulary crank, cam, rack, pinion, gear, mechanism, input motion and output motion • record data and observations • draw the blueprints for the locking device system • present model and blueprints to others 	<ul style="list-style-type: none"> • Machine Ins and Outs stations (pages 28 to 34) • saw and miter box • hand drill and drill bits • safety goggles • 3/8 in x 3/8 in (1 cm x 1 cm) wooden rods • 5/32 in (4 mm) dowels • cardboard gussets (triangles) • wire (18 gauge) • needle-nose pliers • corrugated cardboard • shoebox and plastic containers • glue gun and glue sticks • masking tape • ruler • scissors • other materials as required 	6 or 7 – 40 min. periods
<i>e-MOTION-ally Charged</i>	17	Lever, Linkage, and Pneumatic Ins and Outs	Explores how levers, linkages, and air are used to control mechanisms and accomplish work.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • work through the stations and record data and observations • design and make a pneumatic or hydraulic device that can push the shut-off button off from a distance of 13 3/4 in (35 cm) • use the vocabulary lever, fulcrum, load, effort, linkage, pneumatic, hydraulic, mechanism, input motion, and output motion • present system to class, explain how it works, and give reasons why your model should be chosen for use on Sci-Tech Explorer 	<ul style="list-style-type: none"> • miter box and saw • hand drill and drill bits • wooden rods • dowels • cardboard gussets (triangles) • wheels • clothes pegs • marbles • ramp • syringes (10 cc, 20 cc, and 30 cc) • tubing • three way valves • white (or carpenter's) glue • glue gun and glue sticks • ruler • scissors • Bristol board • masking tape • safety goggles 	6 or 7 – 40 min. periods

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<i>e-MOTION-ally Charged</i>	18	Frictional Ins and Outs	Uses devices that move to investigate friction, force transference through impact, and potential and kinetic energy.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • work through the stations and record data and observations • design and make a transport device that keeps frictional forces to a minimum • use the vocabulary friction, heat energy, kinetic energy, wheel and axle, bearing, impact, and inclined surface • present transport model and list of specific design features that guarantee the least amount of friction 	<ul style="list-style-type: none"> • Frictional Ins and Outs stations (pages 57 to 64) • saw and miter box • hand drill and drill bits • wooden rods • dowels • cardboard gussets (triangles) • wheels (made from cardboard or lids) • lids • marbles • cardboard • ramp (piece of wood or cardboard) • clothes pegs • string • book or block • white (or carpenter's) glue • glue gun and glue sticks • safety goggles 	6 or 7 – 40 min. periods
<i>e-MOTION-ally Charged</i>	19	Electrical Ins and Outs	Outlines the history of electricity and investigates current electricity, conductivity of materials, circuits, and electromagnets.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • work through the stations and record data and observations • use information from stations to design a probe recovery system • use the vocabulary electricity, current, circuit, series, parallel, insulator, conductor, magnet, and electromagnet • prepare a commercial to present the special features of your device 	<ul style="list-style-type: none"> • insulated wire • wire strippers • 1.5 volt batteries • 1.5 volt light bulbs • battery holders • bulb holders • wires with alligator clips • switches • wooden rods • saw and miter box • hand drill • hangers • Bristol board • Styrofoam pieces • pieces of wood • paper clips • foil wrap • thumb tacks • string • tape • glue gun and glue • safety goggles • other materials as required 	6 or 7 – 40 min. periods

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<i>e-MOTION-ally Charged</i>	20	Save the Earth — The Final Event	Shows how students can apply what they have learned about electricity, electromagnets, mechanisms, and motion to solve a technological problem.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • design and make a device to lift and move objects • use information from earlier design investigations involving rotary input and a reciprocating output, pneumatic and hydraulic devices, the transfer of kinetic energy from one device to another, electromagnets, electric circuits, transport devices (trolley), and ways of reducing friction • use the vocabulary design, product, friction, wheel and axle, bearing, impact, mechanism, input motion, output motion, pneumatics, hydraulics, electricity, circuit, voltage, path, electromagnet, physical properties, and esthetic properties • record planning, designing, and making of device • prepare a questionnaire for others to evaluate product 	<ul style="list-style-type: none"> • saw and miter box • hand drill and drill bits • safety goggles • wooden rods • dowels • 1.5 volt batteries • battery holders • 1.5–2.5 volt light bulbs • bulb holders • insulated wire • wire strippers • cardboard gussets (triangles) • Bristol board • cardboard • aluminum foil • paper fasteners • nails • paper clips • 18 gauge steel wire • balloons • plastic container • shoe box • syringes with cylinder, plungers and stoppers (10 cc, 20 cc, 30 cc sizes) • tubing • white (or carpenter’s) glue • glue gun and glue sticks • string • scissors • X-acto knife • other materials as required 	4 – 40 min. periods

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<i>It's Alive</i>	21	Basic Needs of Living Things	Identifies the basic needs of living things and the interrelationships between them.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • generate and record ideas and thoughts about basic needs of plants and animals • communicate findings to other students • reflect on the interrelationships between plants and animals in regard to their basic needs 	<ul style="list-style-type: none"> • pictures of different natural environments (page 14) • chart paper • pencils and markers 	2 – 40 min. periods
<i>It's Alive</i>	22	It's Alive — A Classy Idea	Identifies and describes a variety of classification systems and creates a system.	<p>I)• work as a group, respect other people, work safely, and keep a clean work space</p> <ul style="list-style-type: none"> • generate and record ideas about classification systems • identify criteria for developing a classification system • reflect on the usefulness of classification systems as a means to understand the world <p>II)• work as a group, respect other people, work safely, and keep a clean work space</p> <ul style="list-style-type: none"> • generate ways to classify items and choose one to create a classification system • reflect on the usefulness of classification systems as a means to understand the world 	<p>I)• Yellow Pages</p> <ul style="list-style-type: none"> • cookbook • newspaper (classified section) • menus • Classification Sheet (page 21) • paper • pencils • markers <p>II)• bag or box of classification items</p> <ul style="list-style-type: none"> • paper • pencils • markers 	3 – 40 min. periods

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<i>It's Alive</i>	23	Backbone or No Backbone? — That Is the Question	Identifies, describes, and compares vertebrates and invertebrates.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • use a variety of sources and technologies to gather information about our animal kingdom • identify, describe, and compare characteristics of vertebrates and invertebrates • use the vocabulary organism, species, structure, and animal kingdom • communicate information to other students and work successfully in a group to find information 	<ul style="list-style-type: none"> • Vertebrate and Invertebrate sheet (pages 30 and 31) • Double Bubble chart (BLM 13) • resource books • Internet access • paper • pencils • markers 	2 or 3 – 40 min. periods + homework
<i>It's Alive</i>	24	It Was Alive — Fossil Museum	Explains how fossils provide evidence of change over time and connect the past with the present.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • research to find out more about fossils — how they are connected to animals living now and can tell scientists about ancient environments • set up a fossil contribution for the museum • present learning to others 	<ul style="list-style-type: none"> • Fossil Find and Internet Adventure sheet (page 39) • Make a Fossil sheet (page 40) • resource books • Internet access • Kraft Plaster of Paris • modeling clay • tagboard • art materials as required 	3 – 40 min. periods
<i>It's Alive</i>	25	Taking a Closer Look	Explores magnification and designs and creates a magnifier.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • create a magnifier • evaluate the effectiveness of magnifier 	<ul style="list-style-type: none"> • clear containers of different shapes and sizes • wax paper • plastic wrap • eyedropper • newspaper • water • hand-held magnifying glass • microscope • pencils • paper 	2 – 40 min. periods

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<i>It's Alive</i>	26	A Closer Look at Pond Life	Describes ways microorganisms meet their basic needs.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • brainstorm questions that will help guide the investigation • observe and record observations of the organisms in the pond • observe one organism in depth and identify how it meets its basic needs in the pond • draw conclusions regarding the pond and other environments 	<ul style="list-style-type: none"> • clear container to hold pond water • eyedropper • glass slides • ladle • hand-held magnifier • microscopes • paper • pencils • Pond Observation Chart (page 53) 	1 – 90 min. period + 1 – 40 min period
<i>It's Alive</i>	27	Living Environments	Creates a diorama of a particular environment and illustrates the specific characteristics or adaptations that enable living things to live in it.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • reflect on the interrelationships amongst organisms in an environment • research and share information and ideas with group members • use the information in your portfolio and/or journal to create a diorama of a specific environment • present the diorama to school-mates and adults 	<ul style="list-style-type: none"> • Living Environments Planning Sheet (page 60) • resource books • Internet access • magazines • large boxes to hold diorama • construction paper • paints and brushes • glue • tissue paper • pipe cleaners • modeling clay • string • markers • crayons • pencils 	3 – 40 min. periods + homework
<i>Looking Back — Looking Forward</i>	28	How Are We Connected?	Gathers information about products used and identifies their origins.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • keep a journal of products used • identify imports and exports • as a group, analyze data and communicate findings through a visual presentation 	<ul style="list-style-type: none"> • Products and Their Origins chart (page 17) • Internet access • map of the world (page 93) 	2 – 40 min. periods + homework

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<i>Looking Back — Looking Forward</i>	29	The Ins and Outs of Trade	Identifies America's imports and exports.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • identify products that America imports and their countries of origin • identify products that America exports and their countries of destination • create a collage of pictures showing America's imports and exports • classify the imports and exports 	<ul style="list-style-type: none"> • newspapers • scissors • tape or glue • chart paper • highlighter • map of world • Import–Export Classification Chart (page 24) • Import–Export Graph (page 25) 	3 or 4 – 40 min. periods
<i>Looking Back — Looking Forward</i>	30	Partners in Trade	Identifies the economic, social, and geographical connections the United States has with Canada, Japan and, Mexico.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • identify the economic, social, and geographical connections the United States has with Canada, Japan and Mexico • compare the similarities and differences between the economic, social, and geographical connections the United States has with Canada, Japan and Mexico • share learning with other groups 	<ul style="list-style-type: none"> • newspapers • Internet access • other media such as magazines, television, reference books, CD-ROMs • Connections Bubble Chart (page 32) 	4 or 5 – 40 min. periods
<i>Looking Back — Looking Forward</i>	31	Connections Through Space?	Researches the contribution of countries to the International Space Station and discusses whether the United States is a trading partner in outer space.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • make solid comparisons of the contributions to the International Space Station (ISS) • discuss, decide, and defend an opinion about whether or not America is a trading partner in outer space • reflect on the nature of research, using the Internet 	<ul style="list-style-type: none"> • Internet access • Internet Sites List (page 39) • ISS Contribution Comparison Organizer (page 40) 	2 or 3 – 40 min. periods + homework

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<i>Looking Back — Looking Forward</i>	32	It Is a Worldwide Connection	On a world map webs the connections America has with the rest of the world.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • using an outline map, determine and understand the locations of important countries with whom America has economic, political, and cultural connections • establish a web of connections between America and the rest of the world by transferring data from a chart to an outline map of the world • use the vocabulary technology, culture, immigration, tourism, physical features, export, import, parallels, Pacific Rim, economics, and media appropriately • present map and web to another group 	<ul style="list-style-type: none"> • Map of the World (page 93) • atlases • chart paper • overhead acetates • highlighters • markers 	3 – 40 min. periods
<i>Looking Back — Looking Forward</i>	33	Getting Connected with Our Ancestors	Researches to identify the relationships between Native American peoples and their environment.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • use the vocabulary Native American, Inuit, Indigenous, Métis, Indian and tribe appropriately • describe how a major Native American culture interacted with the environment • make comparisons between the Native American cultures • draw conclusions about the contributions Native Americans have made to life in America today 	<ul style="list-style-type: none"> • newspapers • Internet access • CD-ROMs • resource books and other resource media • Research Tree Chart (page 55) • Comparison Organizer Sheet (page 56) • Student Background Information sheet (page 54) 	3 – 40 min. periods + homework

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<i>Looking Back — Looking Forward</i>	34	The Enlightened Legend	Compares a variety of Native American stories/legends and identifies how they play a role in the culture of the people	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • read stories from Native American people and other cultural traditions • share and discuss ideas from the stories/legends • conclude why and how legends play a role in indigenous people’s culture 	<ul style="list-style-type: none"> • books with legends • Native American Story/ Legend Chart (page 65) • Internet access 	3 – 40 min. periods
<i>Looking Back — Looking Forward</i>	35	Who Discovered Whom?	Identifies the early explorers and describes their impact on the development of the United States.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • identify key explorers and describe their explorations and significant events • identify the impact early explorers had on America and on Native Americans • identify the impact Native Americans had on the early explorers • create a brief news article about an explorer • create a comic strip around a historic event 	<ul style="list-style-type: none"> • Internet access • resource books and CD-ROMs • atlas (historical atlas) • map of America (page 94) • colored markers • European Exploration Comparison Chart (page 74) • 5 Ws and So-what? System (page 75) 	4 – 40 min. periods + homework
<i>Looking Back — Looking Forward</i>	36	It’s in the News	Using news clippings and news recordings, identifies some of the issues of Native American peoples.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • conduct research, using current media such as newspapers for stories about Native Americans • classify the news stories, using an organizer • use the vocabulary political, economic, spiritual, social, artistic, and technological • identify contributions of Native Americans to American life • identify issues of Native Americans • choose an issue and make recommendations to resolve the issue 	<ul style="list-style-type: none"> • newspapers • weekly newsmagazines • Internet access • radio news • television news • PESSAT Classification Matrix (page 81) • Issue–Solution Sheet (page 82) 	3 – 40 min. periods over weeks + homework

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<i>Looking Back — Looking Forward</i>	37	The Debate: Looking Back — Looking Forward	Formulates arguments “for” and “against” the issue that the challenges facing the explorers of the past are the same as those facing the explorers of today and of the future.	<ul style="list-style-type: none"> • work as a group, respect other people, work safely, and keep a clean work space • demonstrate skills and knowledge from previous activities in the unit • formulate the pros and cons that are clearly supported by data • work both individually and as a group • respect other people’s opinions and perspectives • refine your own opinion and your own argument as you work, listen to others, and analyze all available data • demonstrate debating skills such as <ul style="list-style-type: none"> — listening to others — criticizing ideas, not people — arguing persuasively — considering the views of others — striving for the best solution rather than victory 	<ul style="list-style-type: none"> • personal journals and notes • Looking at Both Sides of an Issue Sheet (page 89) • Peer Assessment of Presenting Pros and Cons (page 90) 	3 – 40 min. periods + homework

* Timing will vary based on student’s new inquiries from original investigation and how many activities from Connecting the Curriculum are introduced. Please remember Language Arts activities are integrated into each investigation.