

D A Y I N U N I T	<p>*Content Strand get -I Can</p> <p>*Learning Tar</p> <p>*Essential Questions -WHY?? -How do you know? Curriculum document Common Core</p>	<p>Vocabulary/ Vocab Activity Activities Activities II</p>	<p>Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p>	<p>Literacy/Reading in the Content Literacy Ideas</p>	<p>Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas</p>	<p>Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool</p>	<p>Technology 50 Ideas</p>
1	<p>SC-6-MF-U-2 Students will understand that when any force acts on an object, the change in speed or direction depends on the size and direction of the force.</p> <p>*I can give examples of motion and speed using real life application.</p> <p>*I can define speed.</p> <p>Bell Ringer: Define Speed. (The rate at which an object moves)</p>	<p>Make a foldable using Vocabulary Words Chapter 5, Section 1: Average Speed, Instantaneous Speed, Velocity, Acceleration (Notetaking)</p>			<p>Make a foldable with Vocabulary words.</p>		
2	<p>SC-6-MF-U-2 Students will understand that when any force acts on an object, the change in speed or direction</p>	<p>Average Speed, Instantaneous Speed, Velocity, Acceleration</p>	<p>Discuss Transparency # 42</p>	<p>Students will take notes from the Interactive Classroom discussion Chapter 5, Section 1.</p>	<p>Assign Workbook pages 48 – 50. Discuss workbook pages.</p>		<p>Watch United Streaming Video “Speed”</p>

	<p>depends on the size and direction of the force.</p> <p>Bell Ringer: A speed that does not vary is called _____.</p> <p>(instant speed)</p> <p>*I can define speed.</p>			(notetaking)			
3	<p>SC-6-MF-S-2 Students will use graphical and observational data to make inferences, predictions and draw conclusions about the motion of an object as related to the mass or force involved</p> <p>* I can show how speed and acceleration go together. Bell Ringer: What is the term for speed at any instant in time? (instantaneous speed)</p>	Speed , Acceleration, velocity	Students will draw a "tract meet". They will highlight , in different colors, where speed, acceleration and velocity is shown. (choice)				Watch Brain Pop: Acceleration and speed
4	<p>* I can calculate speed. * I can develop a graph that shows results of my findings. Bell Ringer: What is the formula to calculate average speed? (distance ÷ Time ; $s = d \div t$)</p>			Discuss how to calculate acceleration.	*Students will calculate the speed of themselves doing different activities. Students will develop a bar graph showing the results. * Students will calculate speed and		

					acceleration for homework. (application)		
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5	<p>SC-6-MF-U-3</p> <p>Students will understand that mechanical systems must be designed to take forces such as friction into account. Friction and/or the heat produced by it can have significant effects on the system.</p> <p>SC-6-MF-S-3</p> <p>Students will observe real-life phenomena to discover the effects of friction on moving objects and mechanical systems.</p> <p>* I can define friction.</p> <p>* I can give examples of friction using real life applications.</p> <p>Bell Ringer: Velocity has speed and _____. (direction)</p>	<p>Friction, speed</p>	<p>Do Delta Kit # 7 and #8.</p>		<p>*Students will measure the distance a car travels over different surfaces.</p> <p>* Students will calculate the speed of the car over the different surfaces.</p>		<p>Mythbuster’s “Phonebook Friction”</p>
6	<p>SC-6-MF-S-3</p> <p>Students will observe real-life phenomena to discover the effects of friction on moving</p>	<p>Sliding friction, rolling friction, static friction, fluid friction</p>	<p>Make a foldable of the 4 main types of friction. (notetaking)</p>				<p>Watch Bill Nye Video on Friction. Students will</p>

	<p>objects and mechanical systems. * I can identify the 4 main types of friction. Bell Ringer: Define Friction.</p>						<p>take notes from the video. (notetaking)</p>
7	<p>SC-6-MF-S-3 Students will observe real-life phenomena to discover the effects of friction on moving objects and mechanical systems. * I can identify the 4 main types of friction. Bell Ringer: Name the 4 types of friction.</p>	<p>Sliding friction, rolling friction, static friction, fluid friction</p>	<p>Students will perform experiments on all 4 types of friction. (analysis, similarities and differences)</p>				
8	<p>SC-6-MF-S-3 Students will observe real-life phenomena to discover the effects of friction on moving objects and mechanical systems. * I can identify the 4 main types of friction.</p>				<p>Students will draw a picture that has includes all forms of frictions. Students will use highlighters to identify the different forms of friction. (choice, authenticity, personal response)</p>		
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9	<p>* I can explain the difference between an unbalanced force and a balanced force. When an unbalanced force (friction) acts on an object, the change in speed or direction depends on the size and direction of the force.</p> <p>DO SC-6-MF-S-4 Students will represent the motion of objects and their response to unbalanced forces in a variety of ways</p> <p>K 3</p>	<p>Unbalanced force, balanced force, inertia, force, Sir Isaac Newton, Newton's 1st Law of motion. gravity</p>	<p>Discuss the Transparency # 43.</p>	<p>Discuss Interactive Classroom Chapter 5, Section 2. Students will take notes. (novelty and variety)</p>	<p>Students will memorize Newton's 3 Laws of Motion.....in 4 days. (evaluation)</p>		
10	<p>* I can explain inertia and how it is related to Newton's 1st Law. When an unbalanced force (friction) acts on an object, the change in speed or direction depends on the size and direction of the force.</p> <p>DO SC-6-MF-S-4 Students will represent the motion of objects and their response to unbalanced forces in a variety of ways</p>	<p>Unbalanced force, balanced force, inertia, force, Sir Isaac Newton, Newton's 1st Law of motion. gravity</p>	<p>Discuss Inertia. Students will do inertia with penny and cup. Teacher demonstrate the butter knife and coin experiment. Students will make a foldable of Newton's Laws. (notetaking)</p>		<p>Students will memorize Newton's 3 Laws of Motion.....in 3 days.</p>		
1	<p>* I can explain inertia and how it is</p>		<p>Students will draw and</p>		<p>Students will memorize</p>		

1	<p>related to Newton's 1st Law. When an unbalanced force (friction) acts on an object, the change in speed or direction depends on the size and direction of the force.</p> <p>DO SC-6-MF-S-4 Students will represent the motion of objects and their response to unbalanced forces in a variety of ways</p>		<p>label a picture of each of Newton's 3 laws. Students will work with a partner to complete Newton's Law Packet. (working with others, personal response)</p>		<p>Newton's 3 Laws of Motion.....in 2 days.</p>		
1 2	<p>When an unbalanced force (friction) acts on an object, the change in speed or direction depends on the size and direction of the force.</p> <p>DO SC-6-MF-S-4 Students will represent the motion of objects and their response to unbalanced forces in a variety of ways</p>				<p>* Students will memorize Newton's 3 Laws of Motion.....in 1 days. * Students will draw a picture of a park. Students will use highlighters to identify the 3 Laws within the picture. (evaluation, choice, application, personal response)</p>		

Students will do P. 51-53

In the workbook. Check when

Complete.

Complete the "TicTacToe"

Activity. (choice)

Review for test.

Take test over Newton's

Laws of Motion and Friction. (evaluation)