

Unit Topic: _____

Franklin-Simpson Middle School

Date: _____

| D A Y I N U N I T | *Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core | Vocabulary/ Vocab Activity Activities Activities II | Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples) | Literacy/Reading in the Content Literacy Ideas | Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas | Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool | Technology 50 Ideas |
|---|---|--|--|---|--|---|--|
| 1 | SC-6-EU-U-2 Students will understand that the total amount of material that makes the solid Earth is relatively constant (excluding impacts), even though rocks and minerals often change properties through a variety of processes that transform them (rock cycle) Bell ringer: Define mineral. | | Students will write “graffiti” on black paper with chalk...what they know about Rocks and Minerals | Read p. 256-264. Work worksheets of Section 1. | | | |
| 2 | Bell Ringer: A mineral that can be cut and polished, giving them a beautiful appearance is called _____. (gems) | Define vocabulary words: rock, minerals, crystal, gem, ore | | Discuss p. 256 – 264, using Interactive Classroom. Check worksheets. For section 1. | | | |
| 3 | SC-6-EU-U-2 Students will understand that the total amount of material that makes the solid Earth is relatively constant (excluding impacts), even | rock, minerals, crystal, gem, ore | | Assign workbook p. 96 – 98. | | | |

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| | though rocks and minerals often change properties through a variety of processes that transform them (rock cycle | | | | | | |
| 4 | | | | Discuss workbook pl 96 - 98 | Answer questions from Brain Pop video over identifying minerals. | | Watch Brain Pop video over identifying minerals. |
| D A Y I N U N I T | <p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p>Curriculum document</p> <p>Common Core</p> | <p>Vocabulary/ Vocab Activity</p> <p>Activities</p> <p>Activities II</p> | <p>Thoughtful Ed./ Student Engagement</p> <p>www.marshall.kyschools.us/</p> <p>www.muhlenberg.kyschools.us/?q=node/61</p> <p>Engagement Cube</p> <p>Cube II (examples)</p> | <p>Literacy/Reading in the Content</p> <p>Literacy Ideas</p> | <p>Formative/ Summative Assessment</p> <p>F –Formative</p> <p>S-Summative</p> <p>www.act.org/standard/guides/explore/</p> <p>Strategies</p> <p>More Ideas</p> | <p>Differentiation</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p>http://serge.ccsso.org/Ideas</p> <p>9 Types</p> <p>Big Explanation Tool</p> | <p>Technology</p> <p>50 Ideas</p> |
| 5 | <p>SC-6-EU-U-2</p> <p>Students will understand that the total amount of material that makes the solid Earth is relatively constant (excluding impacts), even though rocks and minerals often change properties through a variety of processes that transform them (rock cycle</p> | | | Assign worksheets , section 1 p. 20 and 27. Go over and discuss. | | | |

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| 6 | | | | | | <p>Research minerals using mobile lab. Students will choose a mineral and do research on it. Take quiz over section 1 using turning point.</p> |
| 7 | | <p>Vocabulary: igneous rock, extrusive, intrusive, sedimentary</p> | | <p>Read and discuss section 2, chapter 9, pages 265 – 271. Assign workbook 99-101.</p> | | |
| 8 | <p>SC-6-EU-U-2 Students will understand that the total amount of material that</p> | <p>Metamorphic rock, foliated,</p> | | <p>Read and discuss Section 3, p.</p> | | <p>Watch</p> |

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| | <p>makes the solid Earth is relatively constant (excluding impacts), even though rocks and minerals often change properties through a variety of processes that transform them (rock cycle</p> | <p>nonfoliated, rock cycle.</p> | | <p>272-276. Assign workbook p. 102 – 104.</p> | | | <p>Brain Pop on Types of Rocks.</p> |
| <p>D A Y I N U N I T</p> | <p>*Content Strand *Learning Target -I Can *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> |
| 9 | | | | <p>Assign worksheet P. 21, 22, 28, 29.</p> | <p>Check worksheets page 21,22,28 29</p> | | |
| 10 | | | <p>Play Rock Cycle game</p> | | <p>Complete Rock Cycle Comic, (students pretend to be a rock and tell their life story.)</p> | | |
| 11 | | | <p>Make foldable of rocks and minerals</p> | | | | |

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| 1 | | | | | | | |
| 2 | | | | | Day 13: Play Team game tournament to review vocabulary. Day 14: Take test over rocks and minerals. (Multiple Choice, Matching and open response) | | Using the Mobile Lab, "Think Quest", Fill out packet on rocks and minerals. |