

Month	Periods	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
AUG.	8	LS1.8A	Life Science	INTRODUCTION (REVIEW)	<ul style="list-style-type: none"> <li>*What are the five kingdoms?</li> <li>*How are living things classified?</li> <li>*What is a species?</li> </ul>	<ul style="list-style-type: none"> <li>*Ability to define the characteristics of living things.</li> <li>*Ability to classify unicellular and multicellular living things.</li> <li>*Classification of living things into five kingdoms.</li> <li>*Make slides to study various cells.</li> <li>*Able to relate single cells to tissues to organs to organ systems to an organism by creating an analogy using a model train.</li> </ul>	<p>How do living things differ? Describe one of the specialized cells and your partner has to identify it. Ex: It has no nucleus. Answer – Red Blood Cells.</p> <p>Discuss the difference between tissues, organs and systems. Species</p> <ul style="list-style-type: none"> <li>*Make a list of animals that show sexual dimorphism.</li> <li>*How to Write Lab Reports</li> <li>*Making Microscope Slides of Leaf Cells/Cheek Cells (<a href="http://www.homescience.com">www.homescience.com</a>)</li> <li>*Crossword puzzle (<a href="http://www.pinterest.com/pin/149815125079210151">www.pinterest.com/pin/149815125079210151</a>)</li> </ul> <p><a href="http://studyjams.scholastic.com/studyjams/jams/science/animals/animal-cells.htm">http://studyjams.scholastic.com/studyjams/jams/science/animals/animal-cells.htm</a></p> <p><a href="http://studyjams.scholastic.com/studyjams/jams/science/plants/kingdoms-of-life.htm">http://studyjams.scholastic.com/studyjams/jams/science/plants/kingdoms-of-life.htm</a></p> <p>➤ <b>Experiment 1: cheek</b></p>	<ul style="list-style-type: none"> <li>*Quizzes</li> <li>*Class Test</li> <li>*Research assignments regarding top interesting facts cellular evolution from single cell organisms to multicellular organisms.</li> <li>*Homework: Draw a diagram of a plant and animal cells highlighting the similarities and differences between these and the reason for these differences.</li> <li>*Homework: Create a chart about the classification of animals according to kingdoms.</li> </ul>

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							<p><b>cells Vs. Onion cell</b></p> <p>➤ <b>Hands on activity 1: make a model cell</b></p>	
		<b>ESS.2.8B</b>	<b>EARTH SCIENCE</b>	<b>MINERALS</b>	<p>*What are minerals?                      *What are minerals composed of?                      *How are minerals extracted and used?                      *How are minerals classified?                      *What are the properties of minerals?</p>	<p>*Examine whether the chemical composition of the mineral changes?                      *Discuss about the impurities in minerals?                      *Discuss about mineral extraction and its consequences.                      Examine what metals are obtained from mineral.                      *Differentiate Silicates from Non-silicates.                      *Discuss about the Mohs scale of hardness.                      *Elaborate different properties of minerals.                      *Explain the importance of mineral extraction.                      *Classify minerals by using mineral identification key.                      *Analyzing photos of some mineral stones to identify its composition and impurities.</p>	<p><u>What are minerals?</u>                      Looking at some photos and tabulate whether they are minerals or not by identifying the properties of minerals.  <u>What are minerals composed of?</u>                      Research varieties of quartz. What colors are they?                      (amethyst, jasper, citrine, creolite, rose quartz, rock crystal)  <u>How are minerals extracted and used?</u>                      Create a poster about the advantages and disadvantages of mineral extraction.  <u>How are minerals classified?</u>                      Summarize the information on silicates on a chart.  <u>What are the properties of minerals?</u>                      Using the Moh’s Scale of Hardness, describe some minerals.</p>	<p>*Class Performance                      *Quizzes                      *Hand outs                      *Homework:                      Research Assignment: You can’t scratch quartz with a nail. Can quartz scratch the nail?                      *3-2-1 count down                      *Strategic questioning                      *Think Pair share                      *Round Robin charts                      * Modified Worksheets                      *Video Analysis                      *Group Presentations (Posters, PPT, Video, etc...)                      *Collaborative Discussions                      *Case-Analysis/Problem Solving                      *Graphic Organizers                      *Pop-Quizzes                      *Research Paper                      *Question-Answering (check the last page of</p>

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							<p>*Use a table to display results of classification of substances whether they contain mineral properties.</p> <p>*Photo description of some mineral stones to identify its composition and impurities.</p> <p>*Create a chart about common silicates which make up many rocks.</p> <p>*Mineral Exhibit: Preparing a file card for each mineral.</p> <p>*Make a bar chart on the most abundant element on the earth's crust.</p> <p>*look for information on minerals on Internet. Classify more minerals by color, luster and hardness. <a href="http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/minerals.htm">http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/minerals.htm</a></p> <ul style="list-style-type: none"> <li>➤ <b>Experiment 2: ROCK INVESTIGATION</b></li> <li>➤ <b>HANDS ON ACTIVITY 2: IDENTIFYING MINERALS</b></li> </ul>	<p>each Unit/Chapter)</p> <p>*Experiments (Pre-/Post-discussions)</p> <p>*Creative extension project</p> <p>*Pre-/Post-Test</p> <p>*Mid-/Final Term Exams</p>

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SEPT.	8	LS2.8A	Life Science	THE SIMPLEST LIVING THINGS (REVIEW)	<ul style="list-style-type: none"> <li>*What is the Protoctist Kingdom?</li> <li>*What are viruses and infectious diseases?</li> <li>*How can we fight infectious diseases?</li> <li>*Are all microorganisms harmful?</li> </ul>	<ul style="list-style-type: none"> <li>*Identification of the main characteristics of microorganisms</li> <li>*Examine the structure and vital functions of bacteria.</li> <li>*Ability to visualize and diagrammatically interpret structure of viruses.</li> <li>*Analyze and evaluate three arguments used in information about food poisoning.</li> <li>*Simulate the spread of an infectious disease.</li> <li>*Describe some factors essential in the prevention of an infectious disease.</li> <li>*Identify health challenges and solution in various case studies.</li> <li>*Apply their understanding of the spread of the disease and prevention methods to health problems relevant to themselves or their communities.</li> </ul>	<p><u>Monera Kingdom</u></p> <ul style="list-style-type: none"> <li>*Draw a bacteria cell and clearly label each part.</li> <li>*Compare the various types of bacteria using a chart – Parasites, Saprophytes, Symbionts.</li> </ul> <p><u>Protoctist Kingdom</u></p> <ul style="list-style-type: none"> <li>*In groups, compare protoctists and monera.</li> <li>*Describe how each group of protozoa move.</li> <li>*Compare algae and plants</li> <li>*Using a Venn diagram, compare protozoa and algae.</li> </ul> <p><u>Viruses</u></p> <ul style="list-style-type: none"> <li>*Draw and label a virus.</li> <li>*Discuss with your partner -Which vital function do viruses share with other living things.</li> </ul> <p><u>Infectious diseases</u></p> <ul style="list-style-type: none"> <li>*Choose five infectious diseases and complete the table. Information should include – Illness, microorganism, transmitted through and symptoms</li> <li>*Discuss the benefits and</li> </ul>	<ul style="list-style-type: none"> <li>*Quizzes</li> <li>*Class Test</li> <li>*<u>Homework:</u> Experimentation – Put moist bread in a plastic box. Observe the changes after a few days. Record your findings and provide reasons for this change.</li> <li>*Homework: Research about Food Poisoning. Vocabulary Building Exercises related to Infectious Disease (<a href="https://apps.nlm.nih.gov/pdfs">https://apps.nlm.nih.gov/pdfs</a>)</li> <li>*3-2-1 count down</li> <li>*Strategic questioning</li> <li>*Think Pair share</li> <li>*Round Robin charts</li> <li>* Modified Worksheets</li> <li>*Video Analysis</li> <li>*Group Presentations (Posters, PPT, Video, etc...)</li> <li>*Collaborative Discussions</li> <li>*Case-</li> </ul>

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							differences between vaccines and antibiotics. *Debate about food poisoning. *Revise the structure of an animal cell and the microorganisms that can cause disease. ( <a href="http://www.nuffieldfoundation.org">www.nuffieldfoundation.org</a> ) *Liquid Exchange Activity that models a spread of an infectious disease. ( <a href="https://apps.nlm.nih.gov/pdfs">https://apps.nlm.nih.gov/pdfs</a> )	Analysis/Problem Solving *Graphic Organizers *Pop-Quizzes  *Research Paper *Question-Answering (check the last page of each Unit/Chapter) *Experiments (Pre-/Post-discussions) *Creative extension project *Pre-/Post-Test *Mid-/Final Term Exams
		<b>ESS.2.8B</b>	<b>EARTH SCIENCE</b>	<b>ROCKS</b>	*How are rocks used? *What are rocks? *What are sedimentary rocks? *How are sedimentary rocks formed? *How are igneous rocks formed? *How are	* Examine the difference between minerals and rocks. *Discuss about monomineralic rock. *Ability to explain how fossils are formed. *Differentiate between compaction and cementation *Differentiate igneous, sedimentary and metamorphic rocks. *Investigating weathering and sedimentation.	<u>How are rocks are used?</u> <ul style="list-style-type: none"> <li>• Make a list of the uses of rocks.</li> <li>• Oil has more uses than most other rocks. Investigate “products made from oil” on the internet.</li> </ul> <u>What are rocks?</u> <ul style="list-style-type: none"> <li>• Create a model showing the composition or layers of the Earth.</li> </ul> <u>What are sedimentary rocks?</u>	*Class Performance *Quizzes *Hand outs *Research Assignment: Where can you find examples of rock erosion in your country? Choose an example and say what natural phenomena caused the erosion.  *3-2-1 count down *Strategic questioning *Think Pair share

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					metamorphic rocks formed? *What is rock cycle?	*Able to explain the formation of three types of rocks. *Explore some use of rocks; *Understand the relationship between minerals and rocks; *Recognize common types of rock *Analyze how rocks are formed *Classify rocks by their properties; *Discover the processes involved in the rock cycle.	<ul style="list-style-type: none"> <li>Observe pieces of detrital rocks using a magnifying glass.</li> <li>Describe a rock and ask your partner to guess.</li> </ul> <p><u>How are sedimentary rocks formed?</u></p> <ul style="list-style-type: none"> <li>Where can you find examples of rock erosion in your country? Choose an example and say what natural phenomena caused the erosion.</li> <li>How are fossils formed? Make a series of drawings to show the processes.</li> </ul> <p><u>How are igneous rocks formed?</u></p> <ul style="list-style-type: none"> <li>Look up Plutonic in an encyclopedia or on the internet. Where does the word come from?</li> <li>Research: What is the difference between magma and lava?</li> <li>Imagine your school wants to buy a sign to place</li> </ul>	*Round Robin charts * Modified Worksheets *Video Analysis *Group Presentations (Posters, PPT, Video, etc...) *Collaborative Discussions *Case-Analysis/Problem Solving *Graphic Organizers *Pop-Quizzes *Research Paper *Question-Answering (check the last page of each Unit/Chapter) *Experiments (Pre-/Post-discussions) *Creative extension project *Pre-/Post-Test *Mid-/Final Term Exams

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							<p>outside. You have information on two different signs: one made of limestone and one made of granite. Which one is better? Select the best sign, and write a report. Give reasons for your selection.</p> <p><u>How are metamorphic rocks formed?</u></p> <ul style="list-style-type: none"> <li>• Do igneous rocks or metamorphic rocks contain fossils? Why or why not?</li> <li>• Draw pictures of sedimentary, igneous and metamorphic rocks. Write the name on the back. Distribute the pictures. Say if your rock is sedimentary, igneous or metamorphic.</li> </ul> <p><u>What is the rock cycle?</u></p> <ul style="list-style-type: none"> <li>• Copy and label the stages of the rock cycle.</li> </ul>	

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							*Create a model showing the composition or layers of the Earth. *Activity: Describe a rock from the table. Observe samples of sandstone and clay under a magnifying glass. *Make a chart about formation of rocks. * Make a series of drawings to show the process of fossils formation. *Summarize the information about coal and oil. *Research: What is the difference between magma and lava? *In which type of rocks can you minerals more clearly? Why? *Do igneous and metamorphic rocks contain fossils? Why or Why not? * Collect rock sample from you area and classify them as sedimentary, igneous and metamorphic rock. *Copy and label the stages of rock cycle Make a project report on how many active volcanoes are there on earth.	



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							<p><a href="http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/rock-cycle.htm">http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/rock-cycle.htm</a></p> <p><a href="http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/igneous-rocks.htm">http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/igneous-rocks.htm</a></p> <p><a href="http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/sedimentary-rocks.htm">http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/sedimentary-rocks.htm</a></p> <p><a href="http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/metamorphic-rocks.htm">http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/metamorphic-rocks.htm</a></p> <ul style="list-style-type: none"> <li>➤ <b>Experiment 3: Weathering and sedimentation</b></li> <li>➤ <b>Experiment 4: Volcano Science</b></li> <li>➤ <b>Hands on activity3 : Compaction and Sedimentation</b></li> <li>➤ <b>Hands on activity4 : Making Rock cycle</b></li> </ul>	

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OCT NOV	12	LS.1.4A LS.1.4.B LS.1.8B	Life Science	INVERTEBRATES	<ul style="list-style-type: none"> <li>*What makes up the Animal Kingdom?</li> <li>*How certain worms differ?</li> <li>*What are molluscs?</li> <li>*What are arthropods?</li> <li>*What are echinoderms?</li> </ul>	<ul style="list-style-type: none"> <li>*To be able to interpret and recognize the main characteristics of invertebrates.</li> <li>*Classification of invertebrates into groups.</li> <li>*Describe the invertebrate life functions.</li> <li>*Differentiate between bilateral and radial symmetry.</li> <li>*Compare and Contrast two or three different invertebrates in a Venn Diagram.</li> <li>*Evaluate the graphic organizer for studying vertebrates and invertebrates.</li> </ul>	<ul style="list-style-type: none"> <li>What makes up the animal Kingdom?</li> <li>*What part of a sponge body does the name <i>porifera</i> refer to?</li> <li>*Copy and label the drawing of the sponge. Use arrows to label the flow of water. Show the entry and exit points.</li> <li>*Discuss the differences between cnidarian and profera.</li> <li>How do these worms differ?</li> <li>*Create a chart depicting the main characteristics, habitat and an example of Nematodes, Platyhelminthes and Annelids.</li> <li>* Discuss about the larger segments called clitellum of earth worm</li> <li>What are Molluscs, Anthopods and Echinoderms?</li> <li>*Create a similar table for Molluscs, Anthopods and Echinoderms, as mentioned above.</li> <li>*Discuss the difference</li> </ul>	<ul style="list-style-type: none"> <li>*Quizzes</li> <li>*Class Test</li> <li>*Homework: Complete the charts made in class and also include a diagram of the examples mentioned. This will be used to assist the student for various pop quizzes.</li> <li>*Enhance Vocabulary Words Related to the topic. *3-2-1 count down</li> <li>*Strategic questioning</li> <li>*Think Pair share</li> <li>*Round Robin charts</li> <li>* Modified Worksheets</li> <li>*Video Analysis</li> <li>*Group Presentations (Posters, PPT, Video, etc...)</li> <li>*Collaborative Discussions</li> <li>*Case-Analysis/Problem Solving</li> <li>*Graphic Organizers</li> <li>*Pop-Quizzes</li> <li>*Research Paper</li> <li>*Question-Answering</li> </ul>

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							between radial and bilateral symmetry.  *Make a poster of Garden snail and label it. *Diagrammatical representation of metamorphosis of a monarch butterfly. *Discuss about the feeding habits of spider. *Create a food web for an invertebrate and explain how environmental changes affect it. ( <a href="http://animals.nationalgeographic.com/animals">http://animals.nationalgeographic.com/animals</a> )  *Use a dichotomous key to identify invertebrates. ( <a href="http://www.usc.edu/org/seagrant/Education/IEssons/Docs/CrittersClassifiedOnline">http://www.usc.edu/org/seagrant/Education/IEssons/Docs/CrittersClassified Online</a> ) <a href="http://studyjams.scholastic.com/studyjams/jams/science/animals/invertebrates.htm">http://studyjams.scholastic.com/studyjams/jams/science/animals/invertebrates.htm</a>	(check the last page of each Unit/Chapter) *Experiments (Pre-/Post-discussions) *Creative extension project *Pre-/Post-Test *Mid-/Final Term Exams
NOV  DEC	12	LS.1.4A LS.1.4.B LS.1.8B	Life Science	VERTEBRATES	*What characteristics do vertebrates have?	*Learn the basic characteristics of animals *Comparison of vertebrates and	Mammals, Birds, Reptiles, Amphibians *Create a large chart showing the physical characteristics, nutrition,	*Quizzes *Class Test *Homework: Create a chart showing the similarities and

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					*What are mammals like? *What are birds like? *What are reptiles like? *What are amphibians like? *What are fish like?	invertebrates. *Compare and Contrast two or three different invertebrates in a Venn Diagram. *Evaluate the graphic organizer for studying vertebrates and invertebrates.	respiration and reproduction of each of the aforementioned vertebrates. *Vertebrate and Invertebrate Animal Flip Book *Activity Worksheet identifying vertebrates and invertebrates. *Create graphic organizer for studying vertebrates and invertebrates. (WWW.pinterest.com; education.com)  <a href="http://studyjams.scholastic.com/studyjams/jams/science/animals/vertebrates.htm">http://studyjams.scholastic.com/studyjams/jams/science/animals/vertebrates.htm</a>	differences between vertebrates and invertebrates. Mention the results (advantages/disadvantages) of these differences. Use the charts made in class on vertebrates and invertebrates. ( <a href="http://www.hmns.org/wp-content/uploads/2015/06/WOW_Vertebrates_Middle_School.pdf">www.hmns.org/wp-content/uploads/2015/06/WOW_Vertebrates_Middle_School.pdf</a> )
JANUARY	8	ESS.3.8C ESS.6.8A ESS.7.8A	EARTH SCIENCE	THE EARTH'S ATMOSPHERE	*What do we know about the atmosphere? *What makes up the weather? What factors affect climate? *What is meteorology	*Examining the origin and composition of the atmosphere. *Learning to describe the state of atmospheric conditions. *Discover how living thing affect the composition of the atmosphere.  *Analyze how wind,	<u>What do we know about the atmosphere?</u> <ul style="list-style-type: none"> <li>Create a poster showing the importance of oxygen in the atmosphere suitable for life.</li> </ul> <u>What makes up the weather?</u> <ul style="list-style-type: none"> <li>Interpreting weather maps by</li> </ul>	*Performance in class *Quizzes *Homework *Research Assignment: One Week Weather Forecasting *3-2-1 count down *Strategic questioning *Think Pair share *Round Robin charts * Modified

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					<p>?</p> <p>*How do humans impact on the atmosphere?</p> <p>*What is green house effect?</p>	<p>clouds and precipitation are formed.</p> <p>*Study the effect of living things on atmosphere and climate</p> <p>*Discuss about the meteorological instrument.</p>	<p>identifying isobars.</p> <p><u>What factors affect climate?</u></p> <ul style="list-style-type: none"> <li>Look at the factors that affect climate. Can you define how these affect the climate in your part of the country?</li> </ul> <p><u>What is meteorology?</u></p> <ul style="list-style-type: none"> <li>Which instruments are needed to collect the information about wind speed and rain.</li> </ul> <p><u>How do humans impact on the atmosphere?</u></p> <ul style="list-style-type: none"> <li>Represent in tabular form how human activities that pollute the atmosphere.</li> </ul> <p><u>Investigate:</u> Ozone is very scarce, but very important. Explain why it is important. Tell how it can be beneficial or harmful</p> <p>*Exercises and Videos on: Layers of the atmosphere Components of air Weather and Isobar contour maps</p>	<p>Worksheets</p> <p>*Video Analysis</p> <p>*Group Presentations (Posters, PPT, Video, etc...)</p> <p>*Collaborative Discussions</p> <p>*Case-Analysis/Problem Solving</p> <p>*Graphic Organizers</p> <p>*Pop-Quizzes</p> <p>*Research Paper</p> <p>*Question-Answering (check the last page of each Unit/Chapter)</p> <p>*Experiments (Pre-/Post-discussions)</p> <p>*Creative extension project</p> <p>*Pre-/Post-Test</p> <p>*Mid-/Final Term Exams</p>

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							<p>Make a chart on meteorological instrument and its uses</p> <p>Project:</p> <ul style="list-style-type: none"> <li>✓ Weather Maps</li> <li>✓ Greenhouse</li> <li>✓ Anemometer.</li> </ul> <p>Investigate:</p> <ul style="list-style-type: none"> <li>✓ Ozone layer</li> <li>✓ Atmospheric Pressure at the Poles and Equator.</li> <li>✓ Factors that affect climates.</li> <li>✓ Relation between weather condition and types of clouds.</li> <li>✓ How cloudy is it when the air pressure is lowest/highest?</li> <li>✓ What kind of wind is associated with rain?</li> </ul> <ul style="list-style-type: none"> <li>➤ <b>Experiment 5 : balloon magic with baking soda</b></li> <li>➤ <b>Hands on activity 5: Making of anemometer</b></li> <li>➤ <b>Hands on Activity 6:</b></li> </ul>	

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							<p>Does air have weight?</p> <ul style="list-style-type: none"> <li>➤ hands</li> <li>➤ Hands on Activity 7:</li> <li>◆ Air pressure with tissue paper</li> <li>◆ Air pressure with glass and card board</li> <li>◆ Air pressure with balloon and bottle.</li> </ul>	
FEBRUARY & MARCH	10	ESS.7.8C ESS.6.8A ESS.5.8A	EARTH SCIENCE	THE HYDROSPHERE	<p>*Where is the water on earth? *What are the properties of water? *What are the properties of sea water? *Where is fresh water found? *What is the water cycle? *What is water used for? *What pollutes water?</p>	<p>*Learn about water distribution. *Ability to classify ocean movement. *Describe the water cycle. *Identify uses of water and causes of water pollution.</p>	<p><u>Where is there water on Earth?</u></p> <ul style="list-style-type: none"> <li>• Represent the pie chart information in two bar graphs.</li> </ul> <p><u>What are the properties of sea water?</u></p> <ul style="list-style-type: none"> <li>• Look up the following terms: solvent, evaporation, cohesion, anomalous dilation and adhesion</li> </ul> <p><u>Where is fresh water found?</u></p> <ul style="list-style-type: none"> <li>• Create a power point presentation about bodies of fresh water you can find in Vietnam.</li> </ul> <p><u>What is water used for?</u></p> <ul style="list-style-type: none"> <li>• Make a poster which will show</li> </ul>	<p>*Class Performance *Quizzes *Hand outs *Homework: Draw a frozen lake showing living things that exist under the ice. *3-2-1 count down *Strategic questioning *Think Pair share *Round Robin charts * Modified Worksheets *Video Analysis *Group Presentations (Posters, PPT, Video, etc...) *Collaborative Discussions *Case-</p>

Month	Periods	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
					*Nitrogen Cycle		<p>how to prevent water pollution.</p> <ul style="list-style-type: none"> <li>• Create a slogan that may raise awareness on the prevention of water pollution.</li> </ul> <p>➤ <b>Experiment 6; Effect of temperature to Condition</b></p> <p>➤ <b>Hands on Activity 8: make a mini water cycle</b></p>	<p>Analysis/Problem Solving</p> <ul style="list-style-type: none"> <li>*Graphic Organizers</li> <li>*Pop-Quizzes</li> <li>*Research Paper</li> <li>*Question-Answering (check the last page of each Unit/Chapter)</li> <li>*Experiments (Pre-/Post-discussions)</li> <li>*Creative extension project</li> <li>*Pre-/Post-Test</li> <li>*Mid-/Final Term Exams</li> </ul>
APRIL	4	P.S.6.4A	PHYSICAL SCIENCE	FORCE	<p>*Define force.</p> <p>*What is the difference between constant force and force at a distance?</p> <p>*What is tension and compression and what are the effects?</p> <p>*How force change the speed and</p>	<p>*Distinguish between the types of forces.</p> <p>*Ability to visualize and diagrammatically interpret the effect of tension and compression.</p> <p>*Analyze the effect of force in speed and direction.</p>	<p>*Project: Force and motion (<a href="http://www.all-science-fair-projects.com">www.all-science-fair-projects.com</a>)</p> <p>*Video: (<a href="http://www.phet.colorado.edu">www.phet.colorado.edu</a>)</p> <p>*Discuss with a partner how bounciness of a golf ball affect the distance it will travel.</p> <p>*Explain Newton's third law of motion using a balloon powered rocket car. (<a href="https://www.pinterest.com/explore/newtons-laws/?lp=true">https://www.pinterest.com/explore/newtons-laws/?lp=true</a>)</p>	<p>*Class Performance</p> <ul style="list-style-type: none"> <li>*Quizzes</li> <li>*Hand outs</li> <li>*Homework: Discuss Newton's Laws of Motion. *3-2-1 count down</li> <li>*Strategic questioning</li> <li>*Think Pair share</li> <li>*Round Robin charts</li> <li>* Modified Worksheets</li> <li>*Video Analysis</li> <li>*Group Presentations (Posters, PPT, Video, etc...)</li> <li>*Collaborative</li> </ul>



Month	Periods	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
					direction of the moving object?		➤ <b>Experiment 7: Newton third law of Motion</b>	Discussions *Case-Analysis/Problem Solving *Graphic Organizers *Pop-Quizzes *Research Paper *Question-Answering (check the last page of each Unit/Chapter) *Experiments (Pre-/Post-discussions) *Creative extension project *Pre-/Post-Test *Mid-/Final Term Exams
MAY	8	P.S.6.8A	PHYSICAL SCIENCE	<b>SLOWING THINGS DOWN</b>	*What is friction? *What is Newton’s first law of motion? *What is the effect of lubricant on motion of the object? *What is streamlining ?	*Ability to define friction. *Correlate friction and air resistance to first law of motion. *Discuss thereal life application of friction and air resistance. *Analyze the effect of air resistance by using different model of shapes.	Videos on ✓ Bicycle Brakes, using Friction ✓ Smooth and Rough Surfaces, using Friction ✓ What is the effect of air resistance on different model of shapes  ➤ <b>Experiment 8: Sticky Rice</b> ➤ <b>Experiment 9: Ultimate paper Glider</b>	*Class Performance *Quizzes *Hand outs *Homework: Research Assignment about the application of Newton’s First Law of Motion. *3-2-1 count down *Strategic questioning *Think Pair share *Round Robin charts * Modified Worksheets *Video Analysis

Month	Periods	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
							➤ <b>Experiment 10; sink or float</b>	*Group Presentations (Posters, PPT, Video, etc...) *Collaborative Discussions *Case-Analysis/Problem Solving *Graphic Organizers *Pop-Quizzes *Research Paper *Question-Answering (check the last page of each Unit/Chapter) *Experiments (Pre-/Post-discussions) *Creative extension project *Pre-/Post-Test *Mid-/Final Term Exams