Grade 6 Science – Geology Unit 2 - WEATHERING *Student Name: _____*

NOTE: You will conference with the teacher after you have completed your Pretest Analysis form and begin working on your choice board.

Graduation Competency MS3: Students will understand and analyze lithospheric materials, tectonic processes, and the human and environmental impacts of natural and human-induced changes to Earth's surface.

Pre-Test Analysis results (please ATTACH your analysis sheet): _____

DOK Level to begin on for Performance Indicator C: _____ Teacher Initials: _____

Academic Goal: _____

Career Goal: _____

Performance Indicator:	**DOK 1**	**DOK 2**	**DOK 3**	**DOK 4**
C. Analyze and justify changes in the Earth's surface that are due to slow processes (erosion, weathering, mountain building) and rapid processes (landslides, volcanic eruptions, earthquakes, floods) **Ultimate ELEMENT TYPE (place an X on one type)** ____ **(K)**nowledge _X _ **(R)**easoning ____ **(P)**erformance Skill ____ **(P)**roduct	**Learning Target**: _____ K1 - I can define weathering (mechanical and chemical) Activities (CHOOSE 1 ONLY): 1. Option 1: Kesler Science – "Watch It" Watch the Youtube video and complete the "Watch It" section of the sheet. 2. Option 2: Kesler Science – "Read It" Read the short article and complete the "Read It" portion of the sheet. ***And/or*** 3. Small group/whole group Direct Instruction **Learning Target**: _____ K2 - I can identify examples of weathering (mechanical and chemical). Activities (COMPLETE BOTH): 1. Kesler Science – "Illustrate It" – Draw pictures on your student sheet showing the meaning of each example listed. 2. Kesler Science – "Organize It" – Match the examples to Mechanical or Chemical weathering on your student sheet.	**Learning Target**: _____ R2 – I can compare and contrast features of the earth created through constructive and destructive processes. Activities (CHOOSE 1 ONLY): 1. Kesler Science – "Explore It" – Complete the mini-lab, hands-on activities. Write your answers in the "Explore It" section of the sheet. 2. Glencoe Weathering Lab (ONLINE) – On my webpage, click "W.E.D. links". Then click on "Virtual Lab – Weathering". Get your lab sheet out of the crate. Activity (REQUIRED): 1. Candy Weathering – Using Smarties candy, demonstrate the differences between mechanical and chemical weathering AND examine how the size of particles determines the rate of weathering.	**Learning Target**: _____ R1 - I can analyze and justify changes in the earth's surface created through slow and/or rapid processes. Activity: 1. "Where Shall I Build?" – Sepup Activity – You will assist city council with developing a safe building plan for a new community. You will examine possible building sites (cliff, marsh, hillside, etc.), advantages and disadvantages of those sites, and will prepare a presentation of your findings **Note: You will work on this project for the next 3 weeks. It will be due at the end of the deposition learning pathway. You should complete all research and decision-making this week. You will begin creating your product next week.** (rubric and expectations provided)	REQUIRED of all students: **Performance Indicator**: A. Justify the importance of conserving Earth materials (rocks, minerals, soils, atmospheric gases, water). G. Create a campaign to raise public awareness and encourage environmental stewardship in your community. **Ultimate ELEMENT TYPE (place an X on one type)** ____ **(K)**nowledge ____ **(R)**easoning ____ **(P)**erformance Skill _X__ **(P)**roduct (focus on human impact on erosion) (rubric and expectations provided)