

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Science Safety, Lab Equip., Scientific Method, and Metric System	Seventh	1 st Six Weeks	3 Weeks
TEKS/Student Expectations		Examples/Specifications:	
<p>(1)</p> <p>(A) demonstrate safe practices during field and laboratory investigations; and</p> <p>(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.</p> <p>(2)</p> <p>(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting and using equipment and technology;</p> <p>(B) collect data by observing and measuring;</p> <p>(C) organize, analyze, make inferences, and predict trends from direct and indirect evidence;</p> <p>(D) communicate valid conclusions; and</p> <p>(E) construct graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate data.</p> <p>(3)</p> <p>(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and</p>		<p>1 A and B- discuss rules and expectations in the laboratory and discuss the proper use and disposal of all materials in the lab</p> <p>2 A, B, C, D, and E- discuss the proper scientific method and proper way to document all lab reports, include graphs</p> <p>3 A,B, and D- have students discuss what a hypothesis and theories and how we can go about proving these</p> <p>4 A- go over all lab equipment that is available and have students take a test or quiz over the equipment</p> <p>4 B- take students through a mock lab and lead them through a prediction period, meaning students will need to make predictions based on the information that the teacher provides</p> <p>5 A,B, and C- during all labs have students answer the question “was the experiment flawed or is there a better way to test the hypothesis,” allow students to work together to find a better way</p>	

<p>weaknesses using scientific evidence and information;</p> <p>(4)</p> <p>(A) collect, analyze, and record information to explain a phenomenon using tools including beakers, petri dishes, meter sticks, graduated cylinders, weather instruments, hot plates, dissecting equipment, test tubes, safety goggles, spring scales, balances, microscopes, telescopes, thermometers, calculators, field equipment, computers, computer probes, timing devices, magnets, and compasses; and</p> <p>(B) collect and analyze information to recognize patterns such as rates of change.</p>	
<p>Language of Instruction:</p>	<p>Instructional Resources/Textbook Correlations:</p>
<p>Meter, liter, gram, all lab equipment, theory, purpose, hypothesis, experiment, analysis, data, conclusion, observation</p>	<p>Prentice Hall Science Explorer Pg 10-19</p>
	<p>Weblinks/Other Resources:</p>
<p>Evaluation/External Assessment/Local Assessment:</p>	<p>Best Instruction Timeline:</p>
<p>Teacher Test All lab reports will be a way to evaluate if the students understand the material taught</p>	<p>4 days- Lab equipment and practices 4 days- Metric system and conversions within the metric system 2 days- Scientific Method 2 days- Peanut Butter and Jelly Lab- writing a procedure 3 days- Writing a proper lab report, graphing, and making corrections to labs</p>

