Feb. : Unit 3A: Tides

Content Area: **Science**
Course(s):
Time Period: **February**
Length: **2 Week**
Status: **Published**

Unit Overview

That giant sand castle you built yesterday is a shapeless blob today—the work of tides, the daily rise and fall of ocean waters. In this concept, you will learn how the moon's gravitational pull and Earth's rotation cause high and low tides to occur.

Enduring Understandings

Lesson Objectives

By the end of the lesson, students should be able to:

- Explain what tides are
- Explain what causes high tide and low tide
- Describe the difference between high tide and low tide
- Explain the relationship between the sun, moon, and Earth with respect to tides
- Describe how Earth's rotation affects tides
- Understand that tides are cyclical and therefore predictable
- Design a model to investigate tides
- Develop a hypothesis
- Write an experimental procedure

Essential Questions

- **Overarching Question**
    - What is the universe, and what is Earth's place in it?
- **Focus Question**
    - What are the predictable patterns caused by Earth's movement in the solar system?
- **Lesson Questions**
    - How do tides differ from waves and currents?
    - How do the relative locations of the sun, moon, and Earth affect the tides?
    - How do scientists predict the tides, and why are these predictions useful?

- **Can You Explain?**
    - How can a model explain the way in which the moon, sun, and Earth's rotation interact to cause the predictable cycle of high and low tides?

Instructional Strategies & Learning Activities

The Five Es

- The Five E Instructional Model

  Science Techbook follows the 5E instructional model. As you plan your lesson, the provided Model Lesson includes strategies for each of the 5Es.

- Engage (45–90 minutes)

  Students are presented with the phenomena of tides, what causes them, and their effects. Students begin to formulate ideas around the Can You Explain? (CYE) question.

- Explore (180 minutes)

  Students investigate questions about how the moon, sun, and Earth interact to cause the predictable cycle of tides. Students complete a Hands-On Activity and simulate an oil spill.

- Explain (45–90 minutes)

  Students construct scientific explanations to the CYE question by including evidence of how a model can explain the way in which the moon, sun, and Earth interact to cause the predictable cycle of high and low tides.

- Elaborate with STEM (45–90 minutes)

  Students apply their understanding of tides as they learn about harnessing energy from tides, devise new technologies based on the adaptations of tide pool creatures, and design a new tidal power plant.

- Evaluate (45–90 minutes)

  Students are evaluated on the state science standards, as well as Standards in ELA/Literacy and Standards in Math standards, using Board Builder and the provided concept summative assessments.

Integration of Career Exploration, Life Literacies and Key Skills

Students willl explore engineering through the STEM acitivities.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
	Multiple solutions often exist to solve a problem.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Technolgy and Design Integration

Technology is fully integrated with the Discovery Techbook

Interdisciplinary Connections

LA.RST.6-8	Reading Science and Technical Subjects
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.

LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
	Range of Reading and Level of Text Complexity
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Differentiation

Struggling Students	ELL	Accelerated Students
1. Provide students with diagrams showing the moon's location and its affect on tides. 2. Provide students with a lunar phase calendar for the current month. Guide students to make predictions about when they think spring and neap tides will occur as well as how many high tides and low tides will occur in a day. Discuss how the different phases of the moon affect tide height.	1. Assist students in identifying familiar prefixes and/or words within words for each glossary term (e.g. *marine* is from the Latin word *marinus*, which means "of the sea"). 2. Encourage students to demonstrate their understanding by drawing concepts. For example, they can create their diagrams that show the cyclical patterns of the tides and how they are affected by the position of the moon, sun, and Earth.	1. Before they read the Core Interactive Text, have students use their previous knowledge of tides to describe how the moon's phases affect tides. 2. Ask students to research the tide cycles in the Bay of Fundy. Students can construct graphs for the high and low tides to see the range from high to low each day. They can find the mean high tide and mean low tide values for the Bay of Fundy for each day and compare to other bays that are not funnel-shaped. Have them discuss the limitations of reporting a mean value rather than all values.

Additional notes:

Differentiation in science can be accomplished in several ways. Once you have given a pre-test to students, you know what information has already been mastered and what they still need to work on. Next, you design activities, discussions, lectures, and so on to teach information to students. The best way is to have two or

three groups of students divided by ability level.

While you are instructing one group, the other groups are working on activities to further their knowledge of the concepts. For example, while you are helping one group learn the planet names in order, another group is researching climate, size, and distance from the moon of each planet. Then the groups switch, and you instruct the second group on another objective from the space unit. The first group practices writing the order of the planets and drawing a diagram of them.

Here are some ideas for the classroom when you are using differentiation in science:

- Create a tic-tac-toe board that lists different activities at different ability levels. When students aren't involved in direct instruction with you, they can work on activities from their tic-tac-toe board. These boards have nine squares, like a tic-tac-toe board; and each square lists an activity that corresponds with the science unit. For example, one solar system activity for advanced science students might be to create a power point presentation about eclipses. For beginning students, an activity might be to make a poster for one of the planets and include important data such as size, order from the sun, whether it has moons, and so on.

- Find websites on the current science unit that students can explore on their own.

- Allow students to work in small groups to create a project throughout the entire unit. For example, one group might create a solar system model to scale. Another group might write a play about the solar system. This is an activity these groups can work on while they are not working directly with you.

Differentiation in science gets students excited to learn because it challenges them to expand their knowledge and skills, instead of teaching the whole group concepts they have already mastered.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

IEP and 504 plans will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

The students will complete two summative benchmark tests administered by the teacher via Google Forms and Google Classroom. There is one benchmark test administered in the middle of the year around January, and a second one administered in May.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Assessments are located in unit above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Assessments are located in units above.

Instructional Materials

Materials required by Discovery Techbook units.

Standards

SCI.MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
SCI.MS.ESS1.A	The Universe and Its Stars
	Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
	Patterns
SCI.MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
SCI.MS.ESS1.B	Earth and the Solar System
	The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.