Standards:
S6E3a. Explain that a large portion of Earth's surface is water consisting of oceans, rivers, lakes, underground water and ice.
S6E3c. Describe the compositions, location, and subsurface topography of the world's oceans.
S6CS5b. Identify varying models and evaluate their usefulness.
S6CS10 a. Reading c. Vocabulary building
S6CS9a. Investigations are conducted for differing reasons. (Scientific method.) d. Technology and math to enhance.
Social Studies map skills. Use maps to retrieve information.
Math GSE6RP Understand ratio concepts and use ratio reasoning to solve problems.
ELA GSE6R17 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
GSE6R14 Determine the meaning of words and phrases as they are used in a text including figurative, connotative and technical meanings.
(GSE6W7 and GSE6W8 too) Writing standards.

Essential Questions:

How can scientists (such as oceanographers and underwater archaeologists) determine the subsurface technology of a body of water? How does the subsurface topography of Earth's bodies of water vary?

Openings:

Have several students throw magnetic darts at the white board with a projected map of the world. Lead students in a discussion of where the majority of the darts landed (water vs land) and why.

View video of under water lake.

View video of raising the CSS Georgia (include how it was located and raised).

Tasks:

(Day 1-2) Use Ranger Rick online (or printed) magazine to gather information for foldable.

(Days 3-5) Select one of the 6 choices to begin working on. Individual work is recommended, but students who need additional assistance (SPED, ESOL, below level readers) may be paired/ grouped at your discretion.

Closures:

Exit ticket- Name the largest ocean and the percentage of the Earth's surface that is water.

Study Jams- Video and quiz

Turn, pair, share- turn to an elbow partner and discuss which choice you each chose and why.

View a different video of raising the CSS Georgia (include how it was located and raised).

Homework Suggestions:

Make a mnemonic device to remember oceans in order of size after labeling a map of the worlds oceans (including their size).

Continue working on choice project at home.

Differentiation:

Group size: Individual, pairs, teacher one on one.

Intelligences: Artistic

Learning Styles: Visual, audio (can use options to have computer read aloud Ranger Rick for struggling readers / ESOL, written/ linguistic

Choice: projects will vary in content, product, and creativity.

Assessment:

Self/ peer assessment: Foldable (Review at the end of day 2 or collect for a grade after peer checks.)

Written responses for exit tickets/ study jams quiz, labeling worksheets.

Teacher observation and redirection as needed in class.

Completion of projects.