

Unit 1—Simple and Complex Machines (FOSS® Levers and Pulleys)**Essential Question: How does energy play a role in our lives? How do machines impact our lives?****Major Understandings:****PS 4.1 Describe the sources and identify the transformations of energy observed in everyday life.**

4.1c Most activities in everyday life involve one form of energy being transformed into another. For example, the chemical energy in gasoline is transformed into mechanical energy in an automobile engine. Energy, in the form of heat, is almost always one of the products of energy transformations.

4.1d Different forms of energy include heat, light, electrical, mechanical, sound, nuclear, and chemical. Energy is transformed in many ways.

4.1e Energy can be considered to be either kinetic energy, which is the energy of motion, or potential energy, which depends on relative position.

PS 4.5 Describe situations that support the principle of conservation of energy.

4.5a Energy cannot be created or destroyed, but only changed from one form into another.

4.5b Energy can change from one form to another, although in the process some energy is always converted to heat. Some systems transform energy with less loss of heat than others.

PS 5.2 Observe, describe, and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects.

5.2c Machines transfer mechanical energy from one object to another.

5.2d Friction is a force that opposes motion.

5.2e A machine can be made more efficient by reducing friction. Some common ways of reducing friction include lubricating or waxing surfaces.

5.2f Machines can change the direction or amount of force, or the distance or speed of force required to do work.

5.2g Simple machines include a lever, a pulley, a wheel and axle, and an inclined plane. A complex machine uses a combination of interacting simple machines, e.g., a bicycle.

Grade 6

WEEK 1	Lesson 1 (45 min) Objective(s):		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers – Investigation 1: Levers, Part 1, p. 11, step 12. Plan to obtain a real world lever – Teacher Guide, Benchmark Assessment Folio, pp. 1-23, 60	Investigation/Activity – Benchmark Assessment Packet, Survey/Post-test – Letter to Parents, Teacher Sheet No. 1	Homework/Extra Practice
	Lesson 2 (45 min) Objective(s): • A lever is a simple machine. • Simple machines provide advantage to the user. • The unit used to measure the amount of force needed to lift a load or overcome a resistance is the Newton (N).		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers – Teacher Guide, Inv. 1: Levers, Part 1, pages 9-12 – www.fossweb.com —Check website for interactive simulations, to write questions to a scientist, for teaching tips, and other websites to support teaching Levers & Pulleys	Investigation/Activity – Investigation 1: <i>Lever</i> Part 1: <i>Introduction to Levers</i> , # 1-8 – Teacher Guide pages 8-17 – Teacher Observation	Homework/Extra Practice What is an example of a lever you use at home? Make a scientific drawing of this lever. Write a description of how this lever makes work easier for you

Grade 6

WEEK 1 (continued)	<p>Lesson 3 (45 min) Objective(s):</p> <ul style="list-style-type: none"> • A lever is a simple machine. • Simple machines provide advantage to the user. • The unit used to measure the amount of force needed to lift a load or overcome a resistance is the Newton (N). 	<p>Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8</p>		
	<p>Advanced Planning/Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide, Inv. 1: Levers, page 30, Introducing Decimals 	<p>Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 1: <i>Lever</i> Part 1: <i>Introduction to Levers, #9-20</i> – FOSS Science Stories: Simple Machines, pages 1-4 		<p>Homework/Extra Practice</p>
	<p>Lesson 4 (45 min) Objective(s):</p> <ul style="list-style-type: none"> • The greatest advantage is gained if the load close to the fulcrum and the effort is applied as far from the fulcrum as possible. • Two-coordinate graphs show a relationship between two variables. 	<p>Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8</p>		
	<p>Advanced Planning/Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide, Inv.1: Levers, page 19 	<p>Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 1: <i>Levers</i> Part 2: <i>Lever Experiment A, #1-9</i> – Teacher Guide pages 18-23 – Student Sheet No. 4 		<p>Homework/Extra Practice</p>
	<p>Lesson 5 (45 min) Objective(s):</p> <ul style="list-style-type: none"> • The greatest advantage is gained if the load close to the fulcrum and the effort is applied as far from the fulcrum as possible. • Two-coordinate graphs show a relationship between two variables. 	<p>Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8</p>		
	<p>Advanced Planning/Notes to Teachers</p>	<p>Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 1: <i>Levers</i> Part 2: <i>Lever Experiment A, #10-18</i> – Student Sheet, No. 5 – <i>FOSS Science Stories: Class-1 Levers, pages 5-6</i> 		<p>Homework/Extra Practice</p> <p>Math Extension, Student Sheet No. 28</p>

Grade 6

WEEK 2	Lesson 6 (45 min) Objective(s): <ul style="list-style-type: none"> When effort is applied at a predetermined position, the closer the load is to the fulcrum, the easier it is to lift. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8		
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Inv. 1: Levers, page 25 	Investigation/Activity <ul style="list-style-type: none"> Investigation 1: <i>Levers</i> Part 3: <i>Lever Experiment B, #1-5</i> Teacher Guide pages 24-28 Teacher Observation; Student sheet No. 6 		Homework/Extra Practice Home School Connection Student Sheet No. 32	
	Lesson 7 (45 min) Objective(s): <ul style="list-style-type: none"> When effort is applied at a predetermined position, the closer the load is to the fulcrum, the easier it is to lift. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8		
	Advanced Planning/ Notes to Teachers	Investigation/Activity <ul style="list-style-type: none"> Investigation 1: <i>Levers</i> Part 3: <i>Lever Experiment B, #6-13</i> <i>FOSS Science Stories: The Wheel and Axle</i>, pages 7-9 		Homework/Extra Practice Class/group activity: Make a list of 26 machines— one for each letter of the alphabet. (Hint: you may use simple or complex machines.)	
	Lesson 8 (45 min) Objective(s):		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8		
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Benchmark Assessment Folio, pp. 24-33 Plan assessment review time with class after teacher assessment coding. 	Investigation/Activity <ul style="list-style-type: none"> Benchmark Assessment Packet, Investigation 1 I-Check 		Homework/Extra Practice Review Lesson 7 Class/Group activity	

Grade 6

WEEK 2 (continued)	Lesson 9 (45 min) Objective(s): <ul style="list-style-type: none"> • A class-1 lever has the fulcrum between the load and the effort. • A class-2 lever has the load between the effort and fulcrum. • A class-3 lever has the effort between the fulcrum and the load. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4
	Advanced Planning/ Notes to Teachers – Teacher Guide, Inv. 2: More Leverage, page 9	Investigation/Activity – Investigation 2: <i>More Leverage</i> Part 1: <i>Lever Classes, #1-12</i> – Teacher Guide pages 8-13 – Teacher Observation	Homework/Extra Practice
	Lesson 10 (45 min) Objective(s): <ul style="list-style-type: none"> • Conventions acknowledged by a group of people help them to communicate better and more efficiently. • Advantage is a gain in effort, distance, or change of direction resulting from the use of a simple machine. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4
	Advanced Planning/ Notes to Teachers – Teacher Guide, Inv. 2. More Leverage, page 15	Investigation/Activity – Investigation 2: <i>More Leverage</i> Part 2: <i>Lever Diagrams, #1-6</i> – Teacher Guide pages 14-17 – Student Sheet No. 10 – Response sheet No. 11	Homework/Extra Practice Look around your neighborhood to find examples of inclined planes, wedges or screws. Record your findings in your laboratory notebook. Include a photo or drawing and description.

Grade 6

WEEK 3	Lesson 11 (45 min) Objective(s): <ul style="list-style-type: none"> Conventions acknowledged by a group of people help them to communicate better and more efficiently. Advantage is a gain in effort, distance, or change of direction resulting from the use of a simple machine. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4
	Advanced Planning/Notes to Teachers	Investigation/Activity <ul style="list-style-type: none"> Investigation 2: <i>More Leverage</i> Part 2: <i>Lever Diagrams</i> <i>FOSS Science Stories: Class-2 Levers</i>, pages 10-11 	Homework/Extra Practice Math Extension, Student Sheet No. 29
	Lesson 12 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content from previous parts. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Inv. 2: More Leverage, page 19 	Investigation/Activity <ul style="list-style-type: none"> Investigation 2: <i>More Leverage</i> Part 3: <i>Real-World Levers, #1-6</i> Teacher Guide pages 18-22 Student Sheet No. 12 	Homework/Extra Practice
	Lesson 13 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content from previous parts. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/Notes to Teachers	Investigation/Activity <ul style="list-style-type: none"> Investigation 2: <i>More Leverage</i> Part 3: <i>Real-World Levers, #7-11</i> <i>FOSS Science Stories: Class-3 Levers</i>, pages 12-13 	Homework/Extra Practice

Grade 6

WEEK 3 (continued)	Lesson 14 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in previous parts. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Inv. 2: More Leverage, page 24 	Investigation/Activity <ul style="list-style-type: none"> Investigation 2: <i>More Leverage</i> Part 4: <i>Lever Pictures</i>, #1-2 Teacher Guide pages 23-25 Student sheet No. 16-17 	Homework/Extra Practice Home School Connection Student Sheet No. 32
	Lesson 15 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in previous parts. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Continue to work with Student Sheet No. 16-17 	Investigation/Activity <ul style="list-style-type: none"> Investigation 2: <i>More Leverage</i> Part 4: <i>Lever Pictures</i>, #1-5 <i>FOSS Science Stories: The Inclined Plane</i>, pages 14-15 	Homework/Extra Practice

Grade 6

WEEK 4	Lesson 16 (45 min) Objective(s):		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers – Teacher Guide, Benchmark Assessment Folio, pp. 34-41, 60 – Plan assessment review time with class after teacher assessment coding.	Investigation/Activity – Benchmark Assessment Packet, Investigation 2 I-Check	Homework/Extra Practice
	Lesson 17 (45 min) Objective(s): <ul style="list-style-type: none"> • A single pulley can be set up in two ways, fixed or moveable. • A single movable pulley can lift a load using half as much force as can a single fixed pulley. • A single fixed pulley gives the advantage of change of direction. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers – Teacher Guide, Inv. 3: Pulleys, pages 9-10	Investigation/Activity – Investigation 3: <i>Pulleys</i> Part 1: <i>One-Pulley Systems, #1-11</i> – Teacher Guide pages 8-14 – Student Sheet No. 18 – Teacher Observation	Homework/Extra Practice
	Lesson 18 (45 min) Objective(s): <ul style="list-style-type: none"> • A single pulley can be set up in two ways, fixed or moveable. • A single movable pulley can lift a load using half as much force as can a single fixed pulley. • A single fixed pulley gives the advantage of change of direction. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers	Investigation/Activity – Investigation 3: <i>Pulleys</i> Part 1: <i>One-Pulley Systems, #12-14</i> – <i>FOSS Science Stories: Pulleys</i> , pages 16-18	Homework/Extra Practice A Newton is the unit used to measure force in the metric system. Research (using the internet?) to find information about who created this term. Share your discovery with your class/group.

Grade 6

WEEK 4 (continued)	Lesson 19 (45 min) Objective(s): <ul style="list-style-type: none"> Two-pulley systems often use one fixed pulley and one moveable pulley. A two-pulley system in which the effort is applied upward provides a greater mechanical advantage than one in which the effort is applied downward. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers – Teacher Guide, Inv. 3: Pulleys, page 17	Investigation/Activity – Investigation 3: <i>Pulleys</i> Part 2: <i>Two-Pulley Systems, #1-10</i> – Teacher Guide pages 16-20 – Response sheet No. 19	Homework/Extra Practice
	Lesson 20 (45 min) Objective(s): <ul style="list-style-type: none"> Two-pulley systems often use one fixed pulley and one moveable pulley. A two-pulley system in which the effort is applied upward provides a greater mechanical advantage than one in which the effort is applied downward. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers	Investigation/Activity – Investigation 3: <i>Pulleys</i> Part 2: <i>Two-Pulley Systems, #11-14</i> – <i>FOSS Science Stories: Dear Boss</i> , pages 19-20	Homework/Extra Practice Math Extension Student Sheet No. 30

Grade 6

WEEK 5	Lesson 21 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in previous parts. 	Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8		
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Inv. 3: Pulleys, page 22 	Investigation/Activity <ul style="list-style-type: none"> Investigation 3: <i>Pulleys</i> Part 3: <i>Pulley Game</i>, #1-6 Teacher Guide pages 21-24 Teacher Observation 	Homework/Extra Practice	
	Lesson 22 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in previous parts. 	Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8		
	Advanced Planning/ Notes to Teachers	Investigation/Activity <ul style="list-style-type: none"> Investigation 3: <i>Pulleys</i> Part 3: <i>Pulley Game</i>, #5-9 <i>FOSS Science Stories: The Wedge</i>, pages 21-22 	Homework/Extra Practice	
	Lesson 23 (45 min) Objective(s):	Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8		
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Benchmark Assessment Folio, pp. 42-51, 60 Plan assessment review time with class after teacher assessment coding. 	Investigation/Activity <ul style="list-style-type: none"> Benchmark Assessment Packet, Investigation 3 I-Check 	Homework/Extra Practice	

Grade 6

WEEK 5 (continued)	Lesson 24 (45 min) Objective(s): <ul style="list-style-type: none"> The effort needed to lift a load can be predicted from the weight of the load and the number of ropes supporting the load. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Inv. 4: Pulleys at Work, page 9 	Investigation/Activity <ul style="list-style-type: none"> Investigation 4: <i>Pulleys At Work</i> Part 1: <i>Effort in Pulley Systems, #1-9</i> Teacher Guide pages 8-13 Student Sheet No. 20 Teacher Observation 	Homework/Extra Practice Home School Connection Student Sheet No. 34
	Lesson 25 (45 min) Objective(s): <ul style="list-style-type: none"> The effort needed to lift a load can be predicted from the weight of the load and the number of ropes supporting the load. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers	Investigation/Activity <ul style="list-style-type: none"> Investigation 4: <i>Pulleys At Work</i> Part 1: <i>Effort in Pulley Systems, #10-14</i> <i>FOSS Science Stories: The Work of Pulleys</i>, pages 23-25 	Homework/Extra Practice

Grade 6

WEEK 6	Lesson 26 (45 min) Objective(s): <ul style="list-style-type: none"> • “You never get something for nothing”; for example, if the effort decreases, the distance you pull the rope increases. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide, Inv. 4: Pulleys at Work, pages 15-16. 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 4: <i>Pulleys At Work</i> Part 2: <i>Measuring Distance</i>, #1-7 – Teacher Guide pages 14-20 – Student Sheet No. 23 – Response Sheet No. 24 	Homework/Extra Practice Math Extension, Student Sheet No. 31
	Lesson 27 (45 min) Objective(s): <ul style="list-style-type: none"> • “You never get something for nothing”; for example, if the effort decreases, the distance you pull the rope increases. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers	Investigation/Activity <ul style="list-style-type: none"> – Investigation 4: <i>Pulleys At Work</i> Part 2: <i>Measuring Distance</i>, #8-14 – <i>FOSS Science Stories</i>: The Screw, pages 26-27 	Homework/Extra Practice
	Lesson 28 (45 min) Objective(s): <ul style="list-style-type: none"> • Apply content introduced in the levers and pulleys investigations. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide, Benchmark Assessment Folio, pp. 52-59, 60 – Plan assessment review time with class after teacher assessment coding. 	Investigation/Activity <ul style="list-style-type: none"> – Benchmark Assessment Packet, Investigation 4 I-Check 	Homework/Extra Practice

Grade 6

WEEK 6 (continued)	Lesson 29 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in the levers and pulleys investigations. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Inv. 4: Pulleys At Work, pages 22-23 	Investigation/Activity <ul style="list-style-type: none"> Investigation 4: <i>Pulleys At Work</i> Part 3: <i>Choosing Your Own Investigation, #1-3</i> Teacher Guide pages 21-25 Student Sheets No. 25 - 27 Teacher Observation 	Homework/Extra Practice
	Lesson 30 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in the levers and pulleys investigations. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Inv. 4: Pulleys At Work, pages 22-23 	Investigation/Activity <ul style="list-style-type: none"> Investigation 4: <i>Pulleys At Work</i> Part 3: <i>Choosing Your Own Investigation, #1-3 (cont.)</i> Teacher Guide pages 21-25 Student Sheets No. 25 - 27 Teacher Observation 	Homework/Extra Practice

Grade 6

WEEK 7	Lesson 31 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in the levers and pulleys investigations. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers – Teacher Guide, Inv. 4: Pulleys At Work, pages 22-23	Investigation/Activity – Investigation 4: <i>Pulleys At Work</i> Part 3: <i>Choosing Your Own Investigation, #4</i> – Teacher Guide pages 21-25 – Student Sheets No. 25-27 – Teacher Observation	Homework/Extra Practice
	Lesson 32 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in the levers and pulleys investigations. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers – Teacher Guide, Inv. 4: Pulleys At Work, pages 22-23	Investigation/Activity – Investigation 4: <i>Pulleys At Work</i> Part 3: <i>Choosing Your Own Investigation, #4</i> – Teacher Guide pages 21-25 – Student Sheets No. 25-27 – Teacher Observation	Homework/Extra Practice
	Lesson 33 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in the levers and pulleys investigations. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers – Teacher Guide, Inv. 4: Pulleys At Work, pages 22-23	Investigation/Activity – Investigation 4: <i>Pulleys At Work</i> Part 3: <i>Choosing Your Own Investigation, #4-6</i> – Teacher Guide pages 21-25 – Student Sheets No. 25 - 27 – Teacher Observation	Homework/Extra Practice

Grade 6

WEEK 7 (continued)	Lesson 34 (45 min) Objective(s): <ul style="list-style-type: none"> Apply content introduced in the levers and pulleys investigations. 		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Inv. 4: Pulleys At Work, pages 22-23 	Investigation/Activity <ul style="list-style-type: none"> Investigation 4: <i>Pulleys At Work</i> Part 3: <i>Choosing Your Own Investigation</i>, #5-7 <i>FOSS Science Stories</i>: Thank You, Mr. Clumpet, pages 28-32 	Homework/Extra Practice
	Lesson 35 (45 min) Objective(s):		Alignment with NYS Core Curriculum: PS 4.1c-e; PS 5.2c, f, g; NYSCCGS 1, 2, 3, 4, 7, 8
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide, Benchmark Assessment Folio, pp. 1-23, 60 Plan assessment review time with class after teacher assessment coding. 	Investigation/Activity <ul style="list-style-type: none"> Benchmark Assessment Packet, Survey/Post-test 	Homework/Extra Practice