|  |  |
| --- | --- |
|  | **Scientific Inquiry Unit**  **Science--6**  **M. Skidmore**  **Scientific Inquiry Unit**  **Indicators:**  1. Identify that hypotheses are valuable even when they are not supported.  2. Describe why it is important to keep clear, thorough and accurate records.  3. Identify ways scientific thinking is helpful in a variety of everyday settings.  4. Describe how the pursuit of scientific knowledge is beneficial for any career and for daily life.  5. Distinquish between observation and inference.  **Concepts/Terms:**  hypothesis scientific knowledge  accurate observation  beneficial inference  **I CAN Statements:**  1. I can state a hypothesis about a non supported topic.  2. I can keep clear, accurate records of my observatuions from labs in class.  3. I can think like a scientist when participating in class labs with my group.  4. I can describe how to use scientific thinking and procedures for my advantage in daily life and possible careers in the future.  5. I can make an observation and write what I see.  6. I can make an inference of a situation.  7. I can distinquish between and observation and an inference.  **Assessment:**  1. Class discussions, use of Elmo for group work evaluations, skills sheets, Hands-on activities, group lab work  2. Identify observations, inferences, predicitions of given pictures/scenes of events  3. Quizzes, SCA's, (pretest/posttest) |