

Name: _____

Grade 6 Science - Space Unit test

Section A - Matching (10)

Match the vocabulary words listed at the bottom with the definitions below. **ALL** words will be used once. Write the words on the line provided. **Spelling counts!!!**

1. _____ The moon appears to get bigger
2. _____ The imaginary line on which
the Earth spins
3. _____ A measure of mass and gravity
4. _____ A famous constellation
5. _____ A day when Earth experiences
equal Day/Night
6. _____ The longest day of the year
7. _____ The amount of matter that
makes up an object
8. _____ The moon appears to get
smaller
9. _____ The winter Solstice
10. _____ An object that orbits
another larger object

Word Bank:

Mass Orion
Solstice

Weight

Waxing Summer

Grade 6 Science Space Unit Test

CO Houle



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Science Indiana Standards Manager Grade 6 McDougal Littell, 2004 *ENC Focus*, 2001 *Resources in Education*, 1999-10 *Research in Education*, 1974 **Harcourt Science: Earth science [grade] 6, units C and D, teacher's ed**, 2000 *Exploring Science* June Mitchelmore, 1999-04 Useful for the first three years of Secondary school this is a three book series It provides an introduction to the world of Science and is a helpful foundation for CXC separate sciences and CXC single award Integrated Science Written in clear English it is suitable for a range of abilities **Resources for Teaching Middle School Science** Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents *Designing*

Learning Environments for Developing Understanding of Geometry and Space Richard Lehrer, Daniel Chazan, 2012-11-12
This volume reflects an appreciation of the interactive roles of subject matter teacher student and technologies in designing classrooms that promote understanding of geometry and space Although these elements of geometry education are mutually constituted the book is organized to highlight first the editors vision of a general geometry education second the development of student thinking in everyday and classroom contexts and third the role of technologies Rather than looking to high school geometry as the locus and all too often the apex of geometric reasoning the contributors to this volume suggest that reasoning about space can and should be successfully integrated with other forms of mathematics starting at the elementary level and continuing through high school Reintegrating spatial reasoning into the mathematical mainstream indeed placing it at the core of K 12 mathematics environments that promote learning with understanding will mean increased attention to problems in modeling structure and design and reinvigoration of traditional topics such as measure dimension and form Further the editors position is that the teaching of geometry and spatial visualization in school should not be compressed into a characterization of Greek geometry but should include attention to contributions to the mathematics of space that developed subsequent to those of the Greeks This volume is essential reading for those involved in mathematics education at all levels including university faculty researchers and graduate students New Approaches to Assessment in Science and Mathematics ,1997 **General Science Quarterly** ,1928 **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , *Teaching a Unit in Astronomy, Grades 1-9* Joseph Russell Smith,1958 Science - Earth and Space Life - Physical ,2003-09 Provides background information for the teacher cross curricular activities projects and experiments and assessments p 4 of cover Resources in Education ,1996 **El-Hi Textbooks & Serials in Print, 2005** ,2005 El-Hi Textbooks & Serials in Print, 2000 ,2000 **Harcourt Science: Physical science, [grade] 5, Units E and F, teacher's ed** ,2000 **New Horizons in Mathematics and Science Education** ,2001 **The Publishers' Trade List Annual** ,1976 **Curriculum Compacting** Sally M. Reis, Joseph S. Renzulli, Deborah E. Burns, 2021-09-03 Curriculum compacting is one of the most well researched and commonly used ways of differentiating instruction to challenge advanced learners This practical and inexpensive method of differentiating both content and instruction enables classroom teachers to streamline the regular curriculum ensure students mastery of basic skills and provide time for stimulating enrichment and acceleration activities With information on the history and rationale of curriculum compacting as well as successful implementation strategies and multiple case studies the second edition of Curriculum Compacting introduces the strategies that teachers need to understand to implement this differentiation strategy for high potential highly motivated and academically talented and gifted students 2017 NAGC Book of the Year Award Winner

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