



Seasonal Star Identification Omnisphere Theater Presentation Sixth Grade Earth Science

Presentation Summary

This is a discussion demonstrating the constellations, galaxies, nebulae, etc that are visible in the night sky on the date that the individual is present. The discussion varies with the seasons as do the visible astronomical features.

Duration of Presentation: 10 minutes

Associated Web Sites

www.ccssc.org - Coca-Cola Space Science Center

<http://www.universetoday.com/> - Latest news about astronomy, great pictures.

<http://www.nineplanets.org/> - Good source for research on our Solar System.

<http://hubble.stsci.edu/gallery/> - Look no further for the best that Hubble has to offer!

<http://sse.jpl.nasa.gov/index.cfm> - This site has lesson plans/activities related to latest missions.

<http://www.jpl.nasa.gov/missions/mer/> - Latest news and pictures from the Mars rovers.

<http://www.badastronomy.com/bad/index.html> - Cool site that debunks common misconceptions and other pseudoscientific ideas.

<http://www.solarviews.com/ss.html> - Source for Solar System research and icosahedrons.

<http://www.kidsastronomy.com> - Great site for young astronomers.

<http://www.nasa.gov> - This site has it all.

<http://spacelink.msfc.nasa.gov/> - NASA site for educational resources.

<http://spacescience.nasa.gov/education/educators/links/> - Space Science Education/Public Outreach Sites

<http://www.pbs.org/wgbh/nova/mars/> - Nova website on Mars rovers.

http://www.exploratorium.edu/ronh/solar_system/ - use to make a scale model of solar system

GPS Objectives

Co-Requisite – Characteristics of Science

Habits of Mind

S6CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Observe and explain how parts are related to other parts in systems such as weather systems, solar systems, and ocean systems including how the output from one part of a system (in the form of material, energy, or information) can become the input to other parts. (For example: El Nino's effect on weather)
- b. Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model's purpose and complexity.

The Nature of Science

S6CS8. Students will investigate the characteristics of scientific knowledge and how it is achieved.

Students will apply the following to scientific concepts:

- a. When similar investigations give different results, the scientific challenge is to judge whether the differences are trivial or significant, which often requires further study. Even with similar results, scientists may wait until an investigation has been repeated many times before accepting the results as meaningful.
- b. When new experimental results are inconsistent with an existing, well-established theory, scientists may require further experimentation to decide whether the results are flawed or the theory requires modification.
- c. As prevailing theories are challenged by new information, scientific knowledge may change and grow.

S6CS9. Students will investigate the features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- a. Scientific investigations are conducted for different reasons. They usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations.
- b. Scientists often collaborate to design research. To prevent bias, scientists conduct independent studies of the same questions.
- c. Accurate record keeping, data sharing, and replication of results are essential for maintaining an investigator's credibility with other scientists and society.
- d. Scientists use technology and mathematics to enhance the process of scientific inquiry.
- e. The ethics of science require that special care must be taken and used for human subjects and animals in scientific research. Scientists must adhere to the appropriate rules and guidelines when conducting research.

Co-Requisite-Content

S6E1. Students will explore current scientific views of the universe and how those views evolved.

- a. Relate the Nature of Science to the progression of basic historical scientific models (geocentric, heliocentric) as they describe our solar system, and the Big Bang as it describes the formation of the universe.
- b. Describe the position of the solar system in the Milky Way galaxy and the universe.
- d. Explain the motion of objects in the day/night sky in terms of relative position.

English Language Arts

ELA6RC3 The student acquires new vocabulary in each content area and uses it correctly. The student

- a. Demonstrates an understanding of contextual vocabulary in various subjects.
- c. Explores understanding of new words found in subject area texts.

Social Studies

Social Studies Skills

SS6RC1 Students will enhance reading in all curriculum areas by:

- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
- d. Establishing context
 - Determine strategies for finding content and contextual meaning for unknown words.

Matrices

Map and Globe Skills

2. use intermediate directions
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

INFORMATION PROCESSING SKILLS

Information Processing Skills

1. compare similarities and differences
11. draw conclusions and make generalizations
13. translate dates into centuries, eras, or ages
15. determine adequacy and/or relevancy of information
16. check for consistency of information

