**Resource E: Science Standards for Sixth Grade**

**Background information for teacher:**

You are a teacher in an inclusion sixth-grade classroom. One of the students, Nate, has a diagnosis of autism and has an Individualized Education Program (IEP). A summary of his strengths and needs as a learner are provided in Resource J. You will teach a science lesson on the topic of Earth and space to Nate and a small group of students who need more instructional support to learn the topic. For this scenario, you will create a lesson based on either the first or second substandard below.

You will use the information you gain in the pre-work to design one or two of the mini-lessons in the structured guided inquiry unit focused on the first or second substandard. These mini-lessons should be appropriate for learners who, like Nate, need support in a learning science in a structured inquiry lesson. Specifically, you will be integrating what you have learned about instructing students with disabilities and what you know about Nate’s specific strengths and needs (see Resource J) into your planning. Your lesson should use explicit instruction to teach the mini-lessons and embed evidence-based strategies to promote active engagement*.* The unit is focused on the following state science standard, and the two mini-lessons focus on the first or second associated substandard:

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| **State Science Standard: Earth & Space Science for Sixth** **Grade** |
| S6E2. Obtain, evaluate, and communicate information about the effects of the relative positions of the sun, Earth, and moon. |
| c. Analyze and interpret data to relate the tilt of the Earth to the distribution of sunlight throughout the year and its effect on seasons. |