
Alaska 6 Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	6 (Middle)
Subject	Science
Course category	Core
Standards family	Science
Framework	K-12 Science Standards for Alaska
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Building Up and Wearing Down

Unit 3: Rocks and Earth's Materials · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What shapes the surface of the Earth?
Standards	Constructive and Destructive Processes -> MS-LS1-4, MS-LS1-5, MS-LS1-6 — 3 standards; full text in the standards table
Learning target	"I can explain how constructive and destructive processes shape the surface."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will obtain, evaluate and communicate evidence that explains how constructive and destructive processes shape Earth's surface.

Success criteria (student-friendly)

- "I define both kinds of process."
- "I give evidence for each."
- "I communicate the explanation clearly."

Academic vocabulary

constructive, destructive, surface, process, evidence

Materials and technology

- Sand and trays
- Water
- Notebooks
- Local landform images the teacher supplies
- Class devices

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Evidence obtained, evaluated and communicated for both kinds of process.

Family communication

Ask your child for one thing that builds land and one that wears it away.

Day 41 — Two Kinds of Change

Week 9, Day 1 · Unit 3 · Standards: MS-LS1-4, MS-LS1-5, MS-LS1-6

Focus	The distinction.
Learning target	"I can explain how constructive and destructive processes shape the surface."
Vocabulary in use	constructive, destructive, surface
Local date	_____

Learning sequence

Connect: landscapes pupils know. Teach: that some processes add material and some remove it, and that most landscapes show both. Try: shared sorting. Apply: pupils classify six processes.

Check for understanding

Student classifies a process as constructive or destructive.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Obtaining Evidence

Week 9, Day 2 · Unit 3 · Standards: MS-LS1-4, MS-LS1-5, MS-LS1-6

Focus	The first verb.
Learning target	"I can explain how constructive and destructive processes shape the surface."
Vocabulary in use	constructive, destructive, surface
Local date	_____

Learning sequence

Connect: the distinction. Teach: finding evidence in a landform - what does this shape tell you happened here. Try: shared reading of landform images. Apply: pupils infer a process.

Check for understanding

Student infers a process from a landform.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Evaluating Evidence

Week 9, Day 3 · Unit 3 · Standards: MS-LS1-4, MS-LS1-5, MS-LS1-6

Focus	The second verb.
Learning target	"I can explain how constructive and destructive processes shape the surface."
Vocabulary in use	constructive, destructive, surface
Local date	_____

Learning sequence

Connect: obtaining. Teach: asking whether the evidence really supports the claim or only fits it, and considering an alternative explanation. Try: shared evaluation. Apply: pupils test two explanations. Reflect: fitting is not the same as supporting.

Check for understanding

Student evaluates whether evidence supports a claim.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Modelling the Processes

Week 9, Day 4 · Unit 3 · Standards: MS-LS1-4, MS-LS1-5, MS-LS1-6

Focus	Investigation.
Learning target	"I can explain how constructive and destructive processes shape the surface."
Vocabulary in use	constructive, destructive, surface
Local date	_____

Learning sequence

Connect: evidence. Teach: modelling deposition and erosion in a sand tray with water, recording what changes. Try: shared investigation. Apply: pupils run and record. Reflect: the model is evidence they generate themselves.

Check for understanding

Student records what a sand-and-water model shows.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Communicating a Surface Process

Week 9, Day 5 · Unit 3 · Standards: MS-LS1-4, MS-LS1-5, MS-LS1-6

Focus	The third verb.
Learning target	"I can explain how constructive and destructive processes shape the surface."
Vocabulary in use	constructive, destructive, surface
Local date	_____

Learning sequence

Connect: the week. Teach: writing an explanation a reader who was not there can follow. Try: shared drafting. Apply: pupils write. Reflect: this week's standard opened; sub-parts follow in Weeks 10-12.

Check for understanding

Student communicates an evidence-based explanation.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Alaska Department of Education and Early Development. K-12 Science Standards for Alaska. Adopted 2019. Printed one column per page with the grade in every code. ALASKA PUBLISHES ITS MIDDLE SCHOOL SCIENCE AS A GRADES 6-8 BAND rather than grade by grade, and the codes are prefixed MS- accordingly. A GRADE 6, GRADE 7 AND GRADE 8 SCIENCE CLASS ARE THEREFORE HELD TO EXACTLY THE SAME FIFTY-NINE EXPECTATIONS, and the three rows in this series carry the same set -- do not buy two expecting different standards. ONE EXPECTATION IS DELIBERATELY NOT REGISTERED: Alaska prints MS-PS4-3 as "Integrated with HS PS4-2" and publishes no expectation under it, having moved it to high school; registering that line would put a cross-reference in a planner as if it were something to teach. MS-ESS1-1 CARRIES A LETTERED SUB-PART, MS-ESS1-1a, and is registered under the code Alaska actually prints. HOW YOUR DISTRICT DIVIDES THE BAND IS WORTH CHECKING BEFORE BUYING, because states divide the middle-school band differently -- some teach Earth and Space Science in Grade 6 and Life Science in Grade 7, others integrate all three every year. THE UNIT OF THE STANDARD IS THE PERFORMANCE EXPECTATION; the "Clarification Statement" and "Assessment Boundary" printed beneath each one are guidance rather than requirements and are NOT registered. ON THE MAPPING: every expectation is placed on a teaching strand under ITS OWN DISCIPLINE -- a Physical Science expectation only ever lands on a physical science strand -- with the order within a discipline following the document. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/science/science-standards-for-alaska.pdf>