

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

<u>Unit 1 Organizer: Systems and Cycles</u>	<u>Block Schedule – 2 weeks</u>	<u>Holt McDougal Earth Science (HMES)</u>
<u>OVERVIEW:</u> Intro to Earth Sciences included with systems and cycles.		
STANDARDS ADDRESSED IN THIS UNIT	Enduring Understanding / topic	Text/Lab/Resources
SES1. Obtain, evaluate, and communicate information to investigate the composition and formation of Earth systems, including the Earth's place in the solar system b. Ask questions to evaluate evidence for the development and composition of Earth's early systems, including the geosphere (crust, mantle and core), hydrosphere and atmosphere. (Clarification statement: The differentiation by density of Earth into crust, mantle and core should be included in this element.) SES2. Obtain, evaluate, and communicate information to understand how plate tectonics creates certain geologic features, landforms, Earth materials, and geologic hazards. d. Ask questions to compare and contrast the relationship between transformation processes of all rock types (sedimentary, igneous, and metamorphic) and specific plate tectonic settings. SES6. Obtain, evaluate, and communicate information about how life on Earth responds to and shapes Earth's systems. b. Construct an explanation that describes how biological processes have caused major changes in Earth's systems through geologic	Systems and spheres • Atmosphere (air, weather, climate) • Hydrosphere (water, oceans, rivers) • Geosphere (crust, mantle, core) Cycles • Rock cycle • Hydrologic cycle (water cycle) • Carbon cycle • Nitrogen cycle	Chapter 1: Introduction to Earth Science Chapter 2: Earth as a System Chapter 6: Rocks

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

time (e.g., nutrient cycling, atmospheric composition, and soil formation).		
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Systems and Cycles

Resources and Suggestions

Pre-Post Short Assessments (formative/informative):

Super Summaries: Thinkcentral.com—go to the site and enter the following codes:

- Ch. 1—HQXIESS
- Ch. 2—HSHSTR
- Ch. 6—HQXRXSS

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

Unit 2 Organizer: Origin and Interior	Block Schedule – 2 weeks	<u>Holt McDougal</u> <u>Earth Science</u> <u>(HMES)</u>
<u>OVERVIEW:</u>		
STANDARDS ADDRESSED IN THIS UNIT	Enduring Understanding / topic	
SES1. Obtain, evaluate, and communicate information to investigate the composition and formation of Earth systems, including the Earth's place in the solar system a. Construct an explanation of the origins of the solar system from evidence including the composition, distribution and motion of solar system objects. (Clarification statement: The nebular hypothesis should be included in this element.) c. Develop a model of the physical composition of Earth's layers using multiple types of evidence (e.g., Earth's magnetic field, composition of meteorites and seismic waves). (Clarification statement: Earth's layers should include crust, mantle, inner core and outer core.)	Students will understand that: Origin: 1. The sun, the earth, and the rest of the solar system formed from a nebular cloud of dust and gas 4.6 billion years ago. 2. The earth and other solar system objects are believed to have melted early in their history, allowing the layering of lighter over heavier material that accounts for today's crust, mantle and core. 3. The density of solar system objects, including Earth, can be determined based on their gravitational pull on other objects. Density helps scientists determine that the inner planets have a rocky exterior and a metallic core, whereas the outer planets consist mostly of light elements in gaseous and liquid states. Interior: 1. The composition of Earth's layers. 2. Evidence of Earth's layers 3. By studying earthquake waves that pass through the Earth, scientists know the exact thickness of the Earth's crust, mantle, and outer and inner core, and the fact that the outer core is the only liquid layer.	Chapter 26: Studying Space Chapter 27: Planets of the Solar System Chapter 28: Minor Bodies of the Solar System Chapter 12.1: Earthquakes and Earth's Interior

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

Origin and Interior

Resources and Suggestions:

- Teacher's One Stop: Earth Science, Holt McDougal;
- All Uncovering Chapters – Vols 1-4\2017-2018 Curriculum Review\Uncovering Student Ideas in Science Vols. 1-4 (Probes)



Astronomy-Earth-Moon-SunProjectMen



SolarEclipseV4-ch25.pdf



Emmy'sMoonAndSarsV2-ch24.pdf



WhereDoStarsGoV3-ch25.pdf



ObjectInTheSkyV2-ch25.pdf

Pre-Post Short Assessments (formative/informative):

Concept Reviews/Previews: Ch. 26, pp. 51-52; Ch. 27, pp. 53-54; Ch. 28, pp. 55-56; Ch. 29 (optional) Ch. 30 (optional)

Super Summaries: Thinkcentral.com—go to the site and enter the following codes:

- Ch. 26—HQXSSPS
- Ch. 27—HXPSSS
- Ch. 28—HSHSTR

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

<u>Unit 3 Organizer: Plate Tectonics</u>	<u>Block Schedule – 3 weeks</u>	<u>Holt McDougal Earth Science (HMES)</u>
<u>OVERVIEW:</u>		
STANDARDS ADDRESSED IN THIS UNIT	Enduring Understanding / topic	
SES2. Obtain, evaluate, and communicate information to understand how plate tectonics creates certain geologic features, landforms, Earth materials, and geologic hazards. a. Construct an explanation that describes radioactive decay as the source of energy that drives plate tectonics through the process of convection. b. Develop and use models for different types of plate tectonic settings (convergent, divergent, and transform boundaries) c. Construct an explanation that communicates the relationship of geologic features, landforms, Earth materials, and geologic hazards to each plate tectonic setting. d. Ask questions to compare and contrast the relationship between transformation processes of all rock types (sedimentary, igneous, and metamorphic) and specific plate tectonic settings. (Clarification statement: The plate tectonic settings to be considered here are continental collision, subduction zone, mid-ocean ridge, transformation fault, hot spot, and passive zone.) e. Construct an argument using multiple forms of evidence that supports the theory of plate tectonics (e.g., fossils, paleomagnetism, seafloor age, etc.)	1. The outward transfer of earth's internal heat drives convection circulation in the mantle that propels the plates comprising earth's surface across the face of the globe. 2. Volcanism as mechanism 3. Water vapor and other gases from volcanoes early in Earth's history led to the formation of the oceans and initial atmosphere. 4. Two primary sources of Earth's internal energy are the decay of radioactive isotopes and initially, the gravitational energy from the earth's formation.	Chapter 10: Plate Tectonics Chapter 11: Deformation of the Crust Chapter 12: Earthquakes Chapter 13: Volcanoes

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

Plate Tectonics

Resources and Suggestions

- Teacher's One Stop: Earth Science, Holt McDougal
- All Uncovering Chapters – Vols 1-4\2017-2018 Curriculum Review\Uncovering Student Ideas in Science Vols. 1-4 (Probes)



IsItAModelV4-ch10.pdf



IsItARock(version1)V2-ch20.pdf



IsItARock(Version2)V2-ch21.pdf



WhereDidTheWaterComeFromV3-ch21.pdf



MountainAgeV1-ch23.pdf



MountaintopFossilV2-ch22.pdf

Pre-Post Short Assessments (formative/informative):

Concept reviews/previews:

Ch. 10, pp. 19-20; Ch. 11, pp21-22; Ch. 12, pp23-24; Ch. 13, pp. 25-26

Super Summaries: Thinkcentral.com—go to the site and enter the following codes:

- Ch. 10--HQXTECS
- Ch. 11--HQXDEFS
- Ch. 12—HQXEQKS
- Ch. 13--HQXVOLS

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

<u>Unit 4 Organizer: Landforms and Landscapes</u>	<u>Block Schedule – 4 weeks</u>	<u>Holt McDougal Earth Science (HMES)</u>
<u>OVERVIEW:</u>		
STANDARDS ADDRESSED IN THIS UNIT		
SES3. Obtain, evaluate, and communicate information to explore the actions of water, wind, ice, and gravity as they relate to landscape change. a. Plan and carry out an investigation that demonstrates how surface water and groundwater act as the major agents of physical and chemical weathering. b. Develop a model of the processes and geologic hazards that result from both sudden and gradual mass wasting c. Construct an explanation that relates the past and present actions of ice, wind, and water to landform distribution and landscape change. d. Construct an argument based on evidence that relates the characteristics of the sedimentary materials to the energy by which they were transported and deposited. SES6. Obtain, evaluate, and communicate information about how life on Earth responds to and shapes Earth's systems. b. Construct an explanation that describes how biological processes have caused major changes in Earth's systems through geologic time (e.g., nutrient cycling, atmospheric composition, and soil formation).	Students will understand that: 1. Water, ice, air, and biological activity at the Earth's surface cause rock to weather, partially dissolving it and breaking it down into smaller particles. 2. Decomposers add the remains of organisms to the rock particles, making the soil necessary for plants to grow. 3. Weathered earth materials move down slope gradually or catastrophically under the influence of gravity. 4. Wind, water, and ice erode weathered material and deposit it as sediment. Sediment is usually picked up, transported down-current, and deposited many times before it is finally buried in a sedimentary basin. 5. After sediment is buried, the weight of overlying material and the circulation of fluids cause the sediment to be compacted and cemented into rock. 6. The landforms that make up a landscape can be shaped by both erosion and deposition, and depend on uplift or subsidence, rock type, temperature variations, and the	Chapter 14: Weathering and Erosion Chapter 15: River Systems Chapter 16: Groundwater Chapter 17: Glaciers Chapter 18: Erosion by Wind and Waves

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

	relative importance of different agents of weathering, erosion, and deposition.	
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Landforms and Landscapes

Resources and Suggestions:

- Teacher's One Stop: Earth Science, Holt McDougal
- All Uncovering Chapters – Vols 1-4\2017-2018 Curriculum Review\Uncovering Student Ideas in Science Vols. 1-4 (Probes)

Probes:



IsItaSystemV4-ch11.pdf

Activities:

How does water move through Earth's layers?

<http://www.nationalgeographic.org/activity/groundwater-movement/>

How is Freshwater used on Earth?

<http://www.nationalgeographic.org/activity/using-fresh-water/>

How is Freshwater available?

<http://www.nationalgeographic.org/activity/availability-fresh-water/>

Pre-Post Short Assessments (formative/informative):

Content Review/Previews:

Ch. 14, pp27-28; Ch. 15, pp29-30; Ch. 16, pp31-32; Ch. 17, pp33-34; Ch. 18, pp35-36

Super Summaries: Thinkcentral.com—go to the site and enter the following codes:

- Ch. 14—HQXWAEs
- Ch. 15—HQXRVSS
- Ch. 16—HQXGWES

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

Unit 5 Organizer: Weather and Climate	Block Schedule – 3 Weeks	Holt McDougal Earth Science (HMES)
<u>OVERVIEW:</u>		
<u>STANDARDS ADDRESSED IN THIS UNIT</u>		
SES5. Obtain, evaluate, and communicate information to investigate the interaction of solar energy and Earth's systems to produce weather and climate. a. Develop and use models to explain how latitudinal variations in solar heating create differences in air pressure, global wind patterns, and ocean currents that redistribute heat globally. b. Analyze and interpret data (e.g., maps, meteograms, and weather apps) that demonstrate how the interaction and movement of air masses creates weather. c. Construct an argument that predicts weather patterns based on interactions among ocean currents, air masses, and topography. d. Analyze and interpret data to show how temperature and precipitation produce the pattern of climate regions (zones) on Earth. e. Construct an explanation that describes the conditions that generate extreme weather events (e.g., hurricanes, tornadoes, and thunderstorms) and the hazards associated with these events. f. Construct an argument relating changes in global climate to variation to Earth/sun relationships and atmospheric composition.	Students will understand that: 1. Solar radiation heats the landmasses, oceans, and air. 2. The curvature of the Earth causes solar radiation to strike locations on the Earth at different angles. At high latitudes, the radiation passes through more of the atmosphere, causing less solar heating than at latitudes nearer the equator. 3. Heating of earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. 4. Weather is the short term condition involving the transfer of energy in and out of the atmosphere. 5. Climate is the long term condition involving the transfer of energy in and out of the atmosphere. 6. Global climate is determined by energy transfer from the sun at and near the earth's surface. This energy transfer is influenced by dynamic processes such as cloud cover and the earth's rotation, and static conditions such as the position of mountain ranges and oceans. 7. The climate of the earth has varied	Chapter 19: The Atmosphere Chapter 21: Weather Chapter 22 Climate

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

SES6. Obtain, evaluate, and communicate information about how life on Earth responds to and shapes Earth's systems. b. Construct an explanation that describes how biological processes have caused major changes in Earth's systems through geologic time (e.g., nutrient cycling, atmospheric composition, and soil formation). d. Analyze and interpret data that relates changes in global climate to natural and anthropogenic modification of Earth's atmosphere and oceans.	over time because of variations in the tilt of the earth, radiation output of the sun, composition of the atmosphere, arrangement of continents, and reflectivity of the earth's surface. 8. Global climate change natural and anthropogenic modification.	
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Weather and Climate

Resources and Suggestions:

- Teacher's One Stop: Earth Science, Holt McDougal
- All Uncovering Chapters – Vols 1-4\2017-2018 Curriculum Review\Uncovering Student Ideas in Science Vols. 1-4 (Probes)



WhatAreCloudsMadeOfV3-ch20.pdf



RainfallV3-ch22.pdf

Pre-Post Short Assessments (formative/informative):

Content Review/Preview:

Ch. 19, pp37-38; Ch. 20 pp39-40; Ch. 21, pp41-42; Ch. 22, pp43-44

Super Summaries: Thinkcentral.com—go to website and enter the following codes:

Ch. 19—HSHSTR

Ch. 20—HSHSTR

Ch. 21—HQXWTHS

Ch. 22—HQXCLIS

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

Unit 6 Organizer: Geological Time	Block Schedule - 3 Weeks	<u>Holt McDougal</u> <u>Earth Science</u> <u>(HMES)</u>
<u>OVERVIEW:</u>		
STANDARDS ADDRESSED IN THIS UNIT		
SES4. Obtain, evaluate, and communicate information to understand how rock relationships and fossils are used to reconstruct the Earth's past. a. Use mathematics and computational thinking to calculate the absolute age of rocks using a variety of methods (e.g., radiometric dating, rates of erosion, rates of deposition, and varve count.) b. Construct an argument applying principles of relative age (superposition, original horizontality, cross-cutting relations, and original lateral continuity) to interpret a geologic cross-section and describe how unconformities form. c. Analyze and interpret data from rock and fossil succession in a rock sequence to interpret major events in Earth's history such as mass extinction, major climatic change, and tectonic events. d. Construct an explanation applying the principle of uniformitarianism to show the relationship between sedimentary rocks and their fossils to the environments in which they were formed. e. Construct an argument using spatial representations of Earth data that interprets major transitions in Earth's history from the fossil and rock record of geologically defined	1. The sequence of rock layers at a given location provides a record of changing environmental conditions through incomplete intervals of geologic time. 2. Fossils are used to correlate the sequences of rocks at various locations, in order to build up a more complete picture of the past. 3. The known decay rates of radioactive isotopes present in rocks are used to measure the time since the rock was formed. 4. Geologic maps and cross sections are tools geologists use to establish spatial relationships between rock sequences. (focus on Georgia)	Chapter 8: The Rock Record Chapter 9: A View of Earth's Past

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

areas. (Clarification statement: Students should use maps and cross-sections with a focus on Georgia.) SES6. Obtain, evaluate, and communicate information about how life on Earth responds to and shapes Earth's systems. a. Construct an argument from evidence that describes how life has responded to major events in Earth's history (e.g., major climate change, tectonic events) through extinction, migration, and/or adaptation.		
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Geologic History

Resources and Suggestions

- Teacher's One Stop: Earth Science, Holt McDougal
- All Uncovering Chapters – Vols 1-4\2017-2018 Curriculum Review\Uncovering Student Ideas in Science Vols. 1-4 (Probes)



WhereDidTheWaterComeFromV3-ch21.pdf



MountaintopFossilV2-ch22.pdf



MountainAgeV1-ch23.pdf

Pre-Post Short Assessments (formative/informative):

Concept reviews/previews:

Ch. 2, pp.3-4; Ch. 3, pp. 5-6; Ch. 6, pp. 11-12; Ch. 8, pp. 15-16; Ch. 9, pp. 17-18; Ch. 10, pp. 19-20; Ch. 11, pp21-22; Ch. 12, pp23-24; Ch. 13, pp. 25-26

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- Ch. 9—HQXVEPS
- Ch. 3—HSHSTR
- Ch. 10--HQXTECS
- Ch. 6—HQXRSS
- Ch. 11--HQXDEFS

Earth Systems Curriculum Map: PCSD 2017-2018 Block Schedule

- Ch. 8—HQXRECS
- Ch. 12—HQXEQKS
- Ch. 13--HQXVOLS