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| M. Angileri ♣ | **6th grade science** |  **18-19 3-25-19 Weathering and Erosion #2** |
| NGSS Standard | **MS-ESS2-2** **DCI**S & E practicesCCC | The student is expected to construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.**The role of water in Earth’s surface processe**s: Water’s movements-both on land and underground-cause weathering and erosion, which change the land’s surface features and create underground formations.Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future. (MS-ESS2-2)**Scale Proportion and Quantity** ♣ Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-ESS2- 2) |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY**  | **THURSDAY**  | **FRIDAY**½ day |
| Content Objective: | SW demonstrate application of how geoscience processes have changed Earth’s surface by carrying out weathering experiments with 70% accuracy | SW demonstrate application of how geoscience processes have changed Earth’s surface by carrying out erosion and deposition experiments with 70 % accuracy. | SW demonstrate evaluation of how geoscience processes have changed Earth’s surface by testing with 70% accuracy | SW demonstrate analysis of how geoscience processes have changed Earth’s surface by comparing classroom experiences with topic from the video with 70% accuracy |  |
| Language objective | SW write and speak to discuss how geoscience processes have changed Earth’s surface using complete sentences with 70% accuracy. | SW write and speak to discuss how geoscience processes have changed Earth’s surface using complete sentences with 70% accuracy. | SW read/write to recount information about how geoscience processes have changed Earth’s surface using the common assessment with 70% accuracy. | SW listen/speak to make connections among how geoscience processes have change Earth’s surface using sentence starters. |  |
| Classwork: | Chemical Weathering Chalk experimentWeathering of LimestoneMechanical and ChemicalHomework: Study Guide | Read Scopepedia: Erosion and depositionExplore 1: Erosion by flowing water and windExplore 3: Deposition and Slope | Scopepedia: What do you thinkReview for testTest | Test CorrectionsHow the Earth was Made: Grand Canyon or Yosemite | PBIS Events |

Essential Question: When you drive on a road carved through a mountain, why do the walls of the mountain look striped?

Vocabulary:

**Erosion:**  The process by which water, ice, wind, and gravity remove and transport sediments from one place to another

**Surface features:** Distinctive part, quality, or characteristic of Earth's outer layer. Underground formations: Areas of Earth, typically made of limestone, that form caverns.

**Weathering:**  The mechanical or chemical processes that break rocks into smaller pieces and sometimes change the chemical composition.

**Underground formations:**  Areas of the Earth, typically made of limestone, that form caverns.

**Sediment:** Earth materials deposited by erosion.

**Topsoil:** A mixture of humus, clay, and other minerals that forms the crumbly, topmost layer of soil.

**Erode:**  When natural agents such as wind and water wear away rock or soil

**Landforms:**  A natural formation found on the Earth’s surface