

<b>TWO HOUR DELAY</b>		<b>T U E S D A Y  o n l y</b>
<b>SIXTH GRADE</b>		
9:10 – 9:20	Arrival	
9:20 – 9:30	HR	
9:33 – 10:03	1 <sup>st</sup> Period	
10:06 – 10:36	2 <sup>nd</sup> Period	
10:39 – 11:09	3 <sup>rd</sup> Period	
11:12 – 11:42	4 <sup>th</sup> Period	
11:46 – 12:16	LUNCH	
12:20 – 12:50	6 <sup>th</sup> Period	
12:54 – 1:24	7 <sup>th</sup> Period	
1:27 – 2:00	8 <sup>th</sup> Period	

Jan 21-8:21 AM

Plan for the Day:	Unit 2 Disciplinary Core Ideas
<p>1) <b>REMINDER, Astronomy Unit Test</b>  <b>Recovery is due</b>  <b>January 10 (A-day)</b>  <b>January 11 (B-day)</b></p> <p>1) <b>CONTINUE Tectonic Plates part of unit:</b>  <b>a) Read Unit 4 Lesson 2 (pages 200-212). Answer questions 1-22</b>  <b>b) Read Unit 4 Lesson 3 (pages 216-224). Answer questions 1-19</b>  <b>*ALL of Unit 4 for the project.*</b></p> <p>2) <b>CONTINUE working on Forecasting Tectonic Plate Movement 100,000,000 years into the Future project.</b></p> <p>3) <b>Video: Our Changing Earth</b></p>	<p><i>ESS2.A: Earth's Materials and Systems</i></p> <ul style="list-style-type: none"> <li>All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.</li> </ul> <p><i>ESS1.C: The History of Planet Earth</i></p> <ul style="list-style-type: none"> <li>Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (HS.ESS1.C GBE),(secondary)</li> </ul> <p><i>ESS2.B: Plate Tectonics and Large-Scale System Interactions</i></p> <ul style="list-style-type: none"> <li>Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.</li> </ul>

Jan 5-6:43 AM

After the video, CONTINUE Tectonic Plates part of unit. Different students are at different places in the readings based on work ethic:

a) Read Unit 4 Lesson 2 (pages 200-212). Answer questions 1-22 (omit 10).

b) Read Unit 4 Lesson 3 (pages 216-224). Answer questions 1-19 (omit 7 & 11).

c) Read Unit 4 Lesson 4 (pages 226-236). Answer questions 1-22 (omit 16 & 17).

d) Read Unit 4 Lesson 5 (pages 238 - 246) Answer questions 1-20 (omit 11, 14 & 15).

Jan 11-11:52 AM

Today you will CONTINUE the new project introduced last lesson:

Forecasting Plate Drift - 100,000,000 Years into the Future.

Using the understanding from your recent readings, you will make a prediction about how Earth will look far into the future by:

1) Creating a prediction map based on our current understanding of tectonic plate movement, and

2) Write an essay justifying why you moved the plates the way you did to create that map.

Mar 8-7:08 AM

Forecasting Plate Drift – 100,000,000 Years into the Future				
	4 (x 4)	3 (x 3.4)	2 (x 3)	1 (x 2.6)
<b>Plate Placement (x 3)</b>	<p>All of the required 10 Earth's major tectonic plates are placed on a two-dimensional world map and reasonably predict where those plates will be located.</p> <p>Placement is based upon current scientific understanding of tectonic plate boundaries and the movement associated with those boundaries.</p> <p>Predicted map completely fits within the bounds of original map (7 1/8" x 10 1/2").</p>	<p>Most of the required 10 Earth's major tectonic plates placed on a two-dimensional world map reasonably predict where those plates will be located.</p> <p>Placement is mostly based upon current scientific understanding of tectonic plate boundaries and the movement associated with those boundaries.</p> <p>Predicted map has only a small part of one plate extending beyond the original map size (7 1/8" x 10 1/2").</p>	<p>Some of the required 10 Earth's major tectonic plates placed on a two-dimensional world map reasonably predict where those plates will be located.</p> <p>Placement is somewhat based upon current scientific understanding of tectonic plate boundaries and the movement associated with those boundaries.</p> <p>Predicted map has more than one (1) and less than three (3) plates extending beyond the original map size. (7 1/8" x 10 1/2").</p>	<p>Few or none of the required 10 Earth's major tectonic plates placed on a two-dimensional world map reasonably predict where those plates will be located.</p> <p>Placement is not based upon current scientific understanding of tectonic plate boundaries and the movement associated with those boundaries.</p> <p>Predicted map has three (3) or more plates extending beyond the original map size. (7 1/8" x 10 1/2").</p>
<b>Plate Movement Justification by Essay (x 3)</b>	<p>Student accurately describes the projected movement of each of the required 10 major plates based upon the type of boundary.</p> <p>Student correctly uses all of the science vocabulary acquired during research and classroom discussions throughout the essay.</p> <p>Student uses correct spelling and acceptable grammar throughout the essay. There are fewer than three (3) grammar and/or spelling errors in the essay.</p>	<p>Student accurately describes the projected movement of most of the required 10 major plates based upon the type of boundary.</p> <p>Student correctly uses most of the science vocabulary acquired during research and classroom discussions throughout most of the essay.</p> <p>Student uses correct spelling and acceptable grammar throughout most of the essay. There are fewer than five (5) grammar and/or spelling errors in the essay.</p>	<p>Student accurately describes the projected movement of some of the required 10 major plates based upon the type of boundary.</p> <p>Student correctly uses some of the science vocabulary acquired during research and classroom discussions throughout some of the essay.</p> <p>Student uses correct spelling and acceptable grammar throughout some of the essay. There are fewer than seven (7) grammar and/or spelling errors in the essay.</p>	<p>Student does not accurately describe the projected movement of any of the required 10 major plates based upon the type of boundary.</p> <p>Student incorrectly uses the science vocabulary acquired during research and classroom discussions throughout the essay or does not use it at all.</p> <p>Student uses incorrect spelling and unacceptable grammar throughout the entire essay. There are more than seven (7) grammar and/or spelling errors in the essay.</p>
<b>Score</b>				

Mar 8-6:41 AM

## Tectonic Plates Project.pdf

Your map in color!

Mar 8-7:08 AM

## Tectonic Plate Movement Project

Predict the location of the Earth's Plates 100,000,000 years into the future.

There are actually 15 major plates. You will only cut out ten (10), combining several smaller plates into larger ones to make the project easier but still give an idea of what the future surface of Earth will look like.

This project is an individual assessment of science principles discussed and learned from your reading of Unit 4

You may discuss your plans with a fellow student but turn in your own work.

Jan 13-10:21 PM

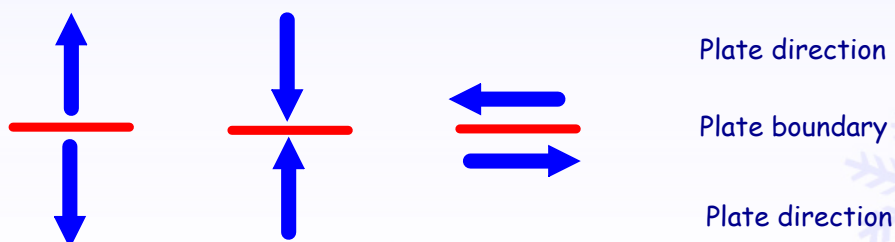
**Project due date:**

**Tuesday, January 31st (A-day)**

**Wednesday, February 1st (B-day)**

Last class, we solved the math problem: 100,000,000 years at 1 cm per year and showed EACH plate will move 1000 km.

Then, I helped you mark up your map using page 43 in the text so you know how to move each major plate.



Mar 13-6:15 AM

How much will EACH plate move in 100,000,000 years? Let's do the math!

$$100,000,000 \text{ years} \times 1 \frac{\text{cm}}{\text{year}} = ? \text{ total cm}$$

$$100,000,000 \text{ years} \times 1 \frac{\text{cm}}{\text{year}} = \text{total cm}$$

100,000,000 cm = total cm EACH PLATE moves

$$100,000,000 \frac{\text{cm}}{100} = \text{total m}$$

1,000,000 m = total m EACH PLATE MOVES

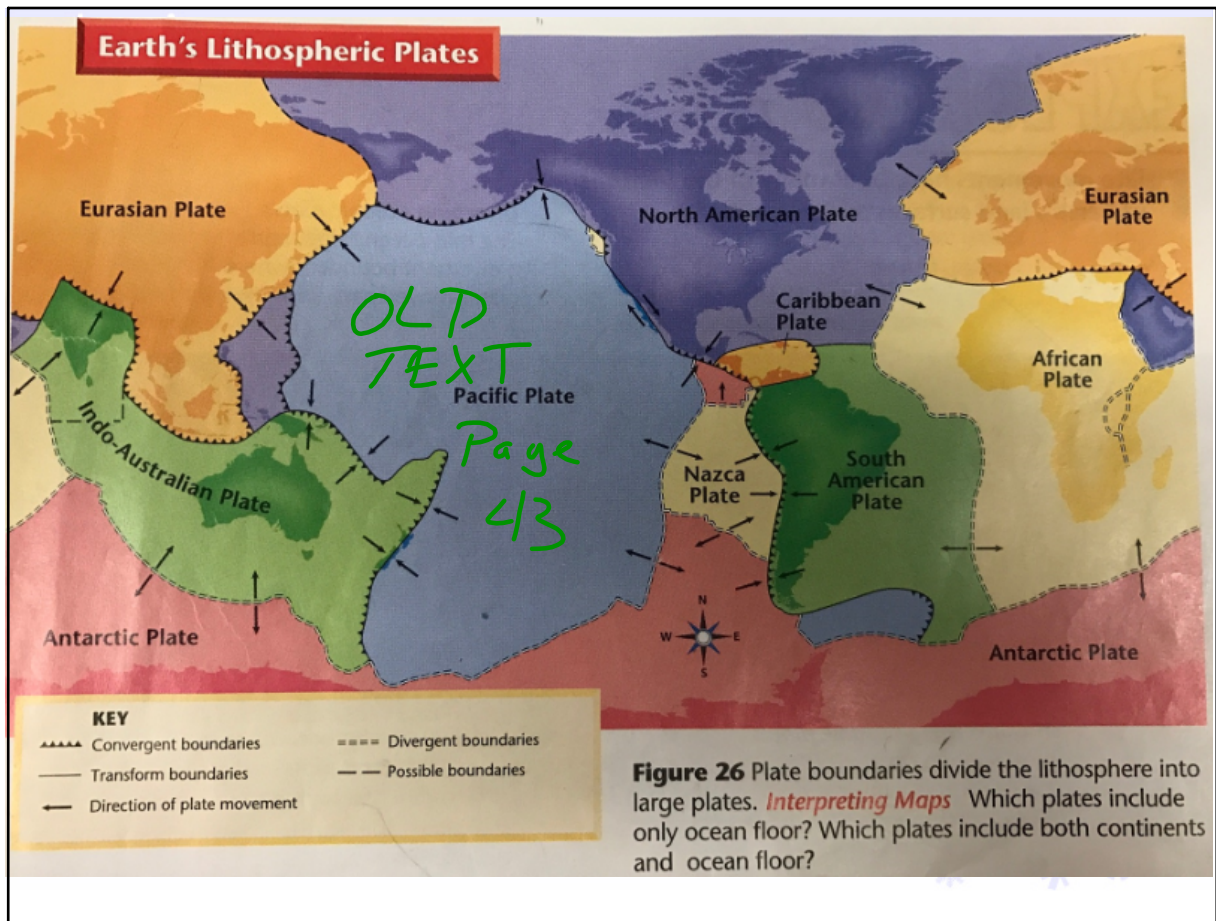
1,000,000 m = total m EACH PLATE MOVES

$$1,000,000 \frac{\text{m}}{1000} = \text{total Km EACH PLATE MOVES}$$

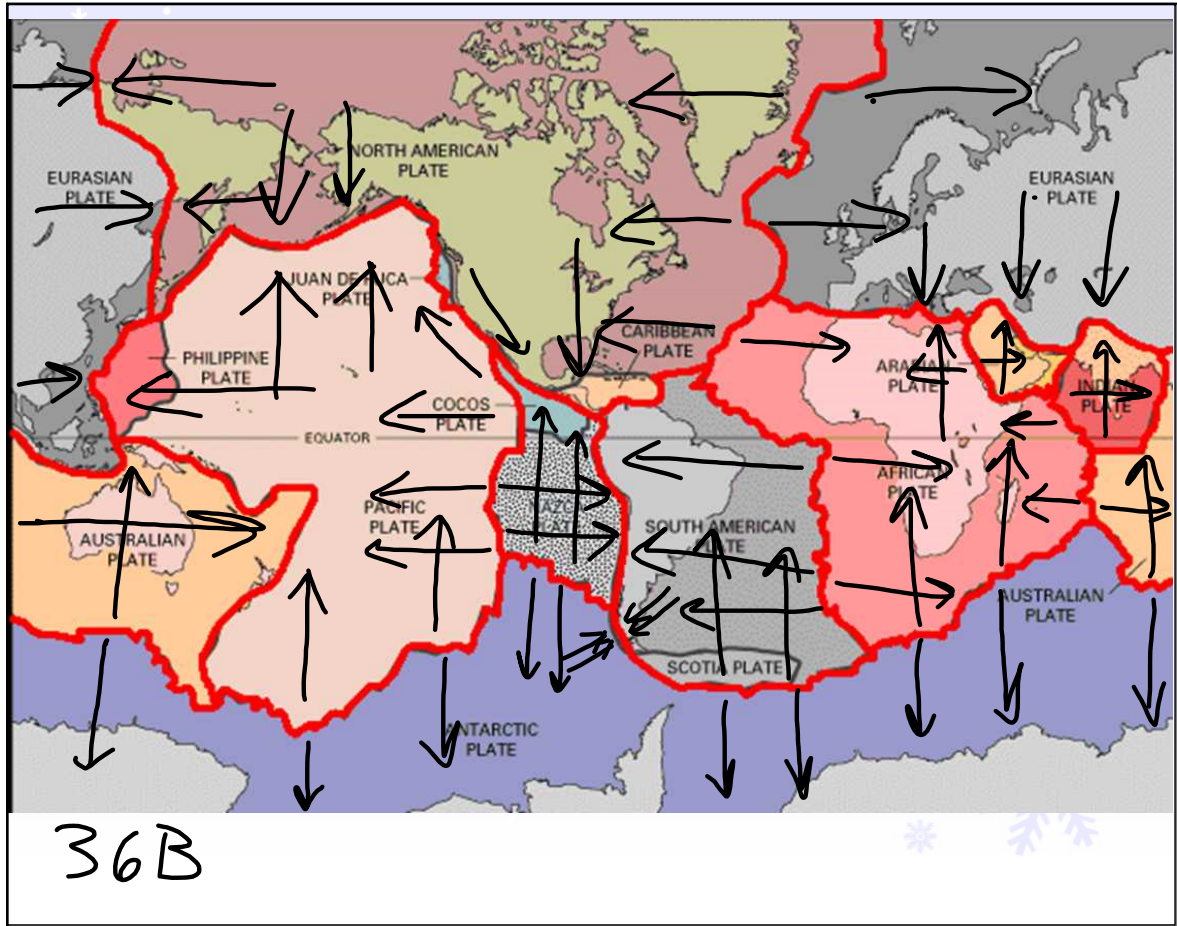
1,000 km = total Km EACH PLATE MOVES

Centimeters are NOT a useful unit of measure for this project. Kilometers are! But, we should convert to meters first!

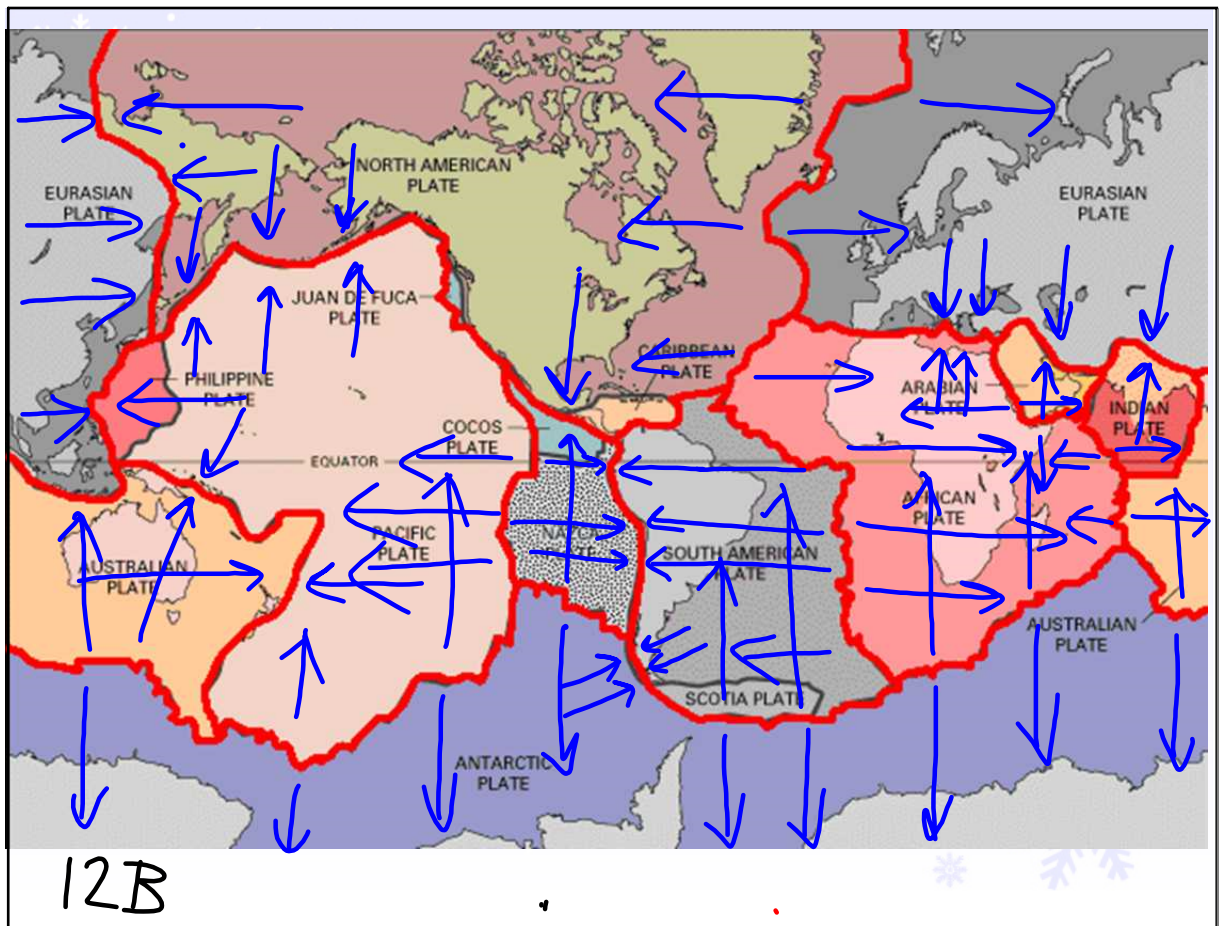
Jan 6-6:26 AM



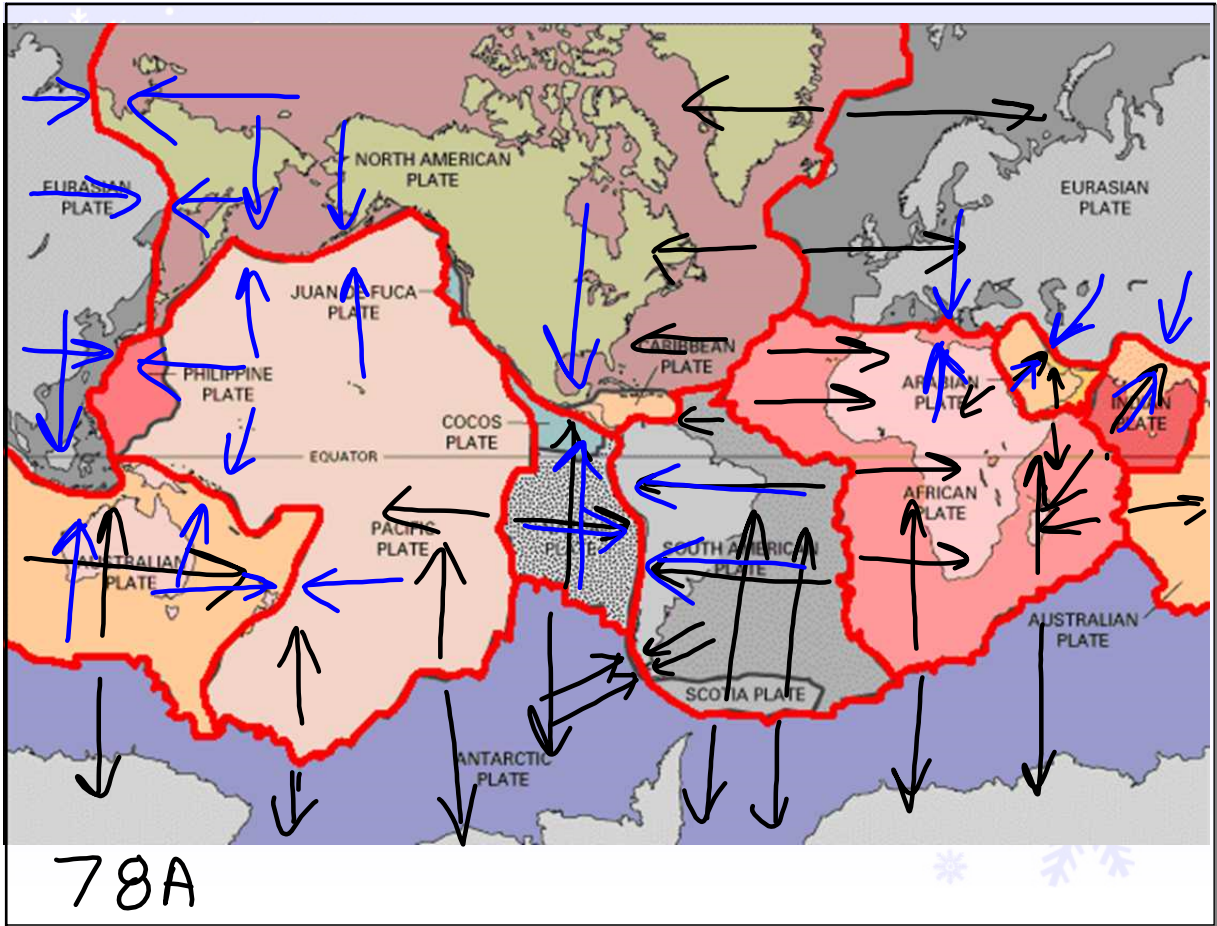
Jan 5-2:25 PM



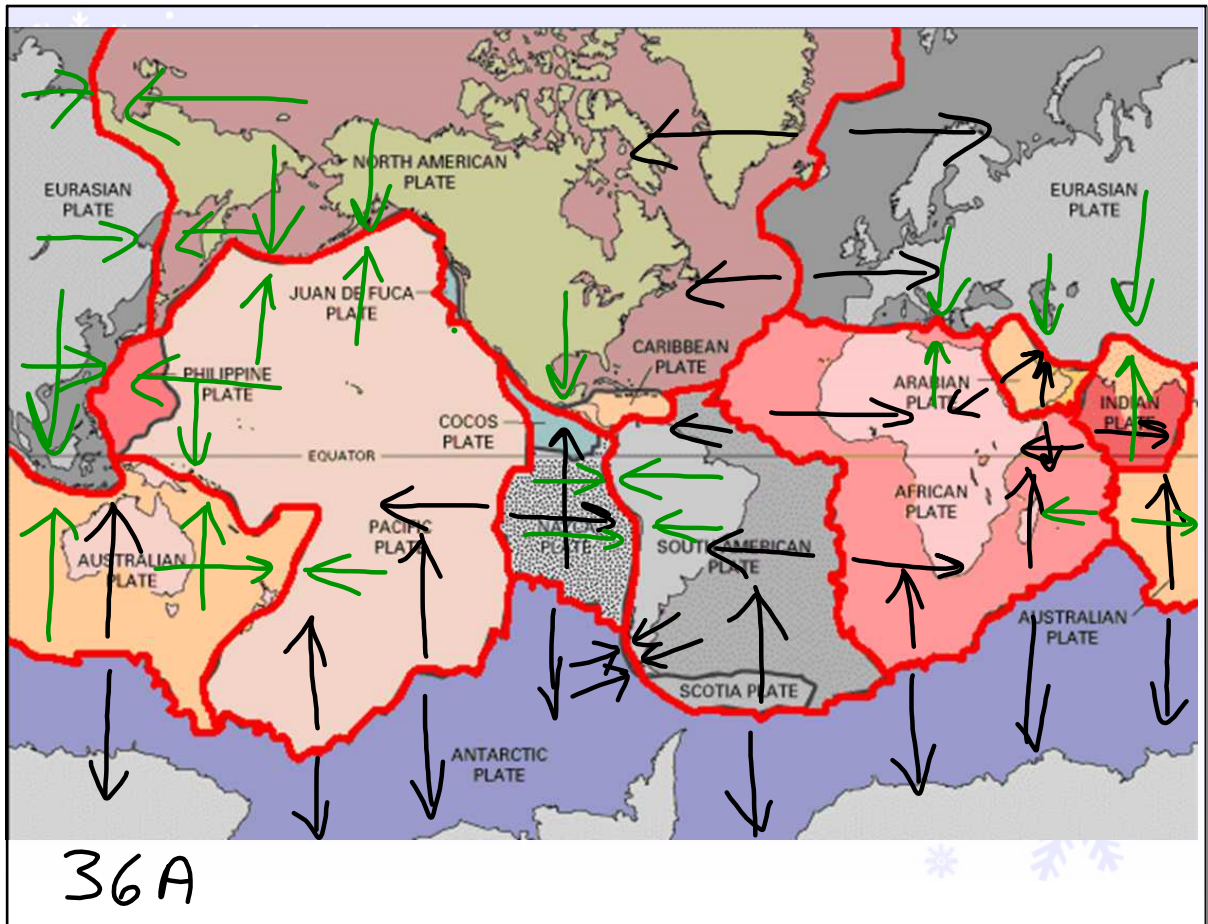
Mar 11-9:16 AM



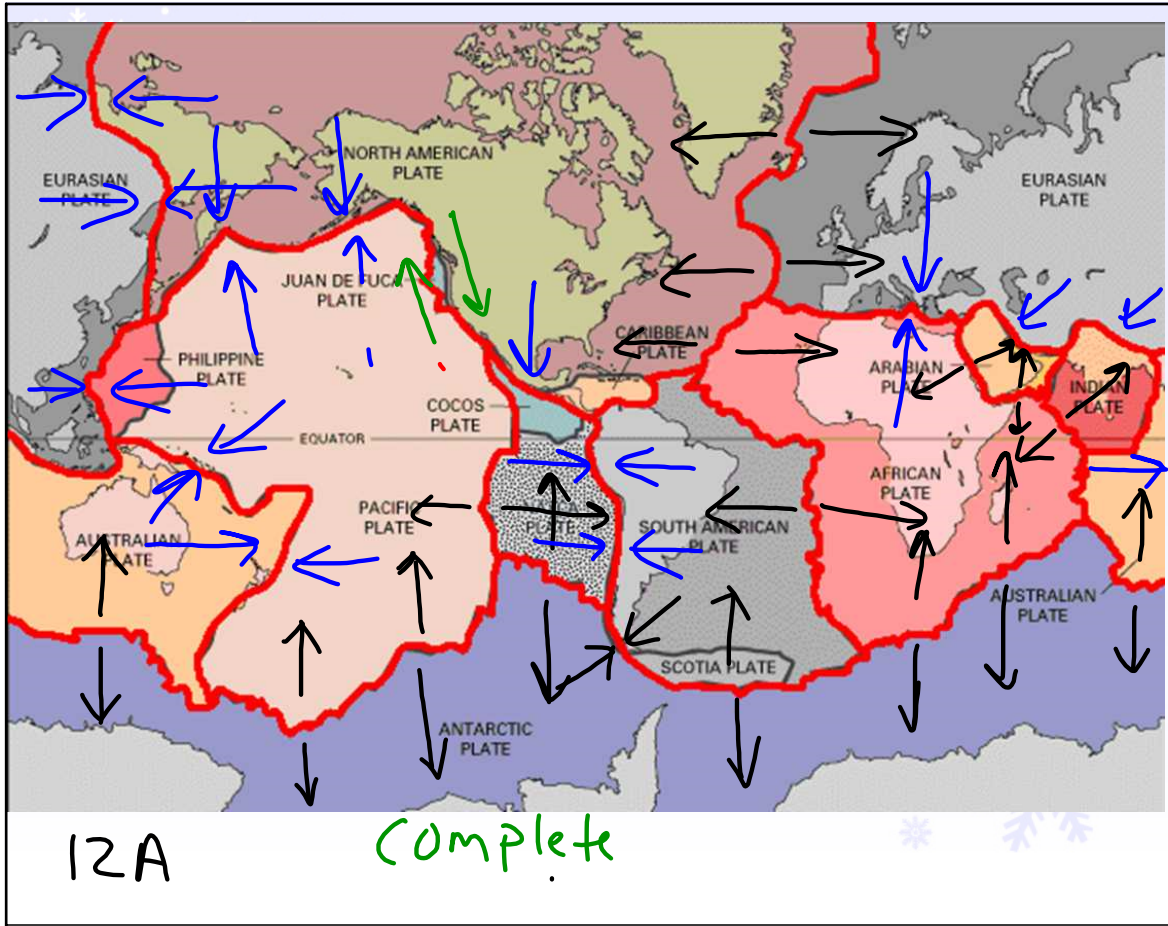
Mar 13-7:53 AM



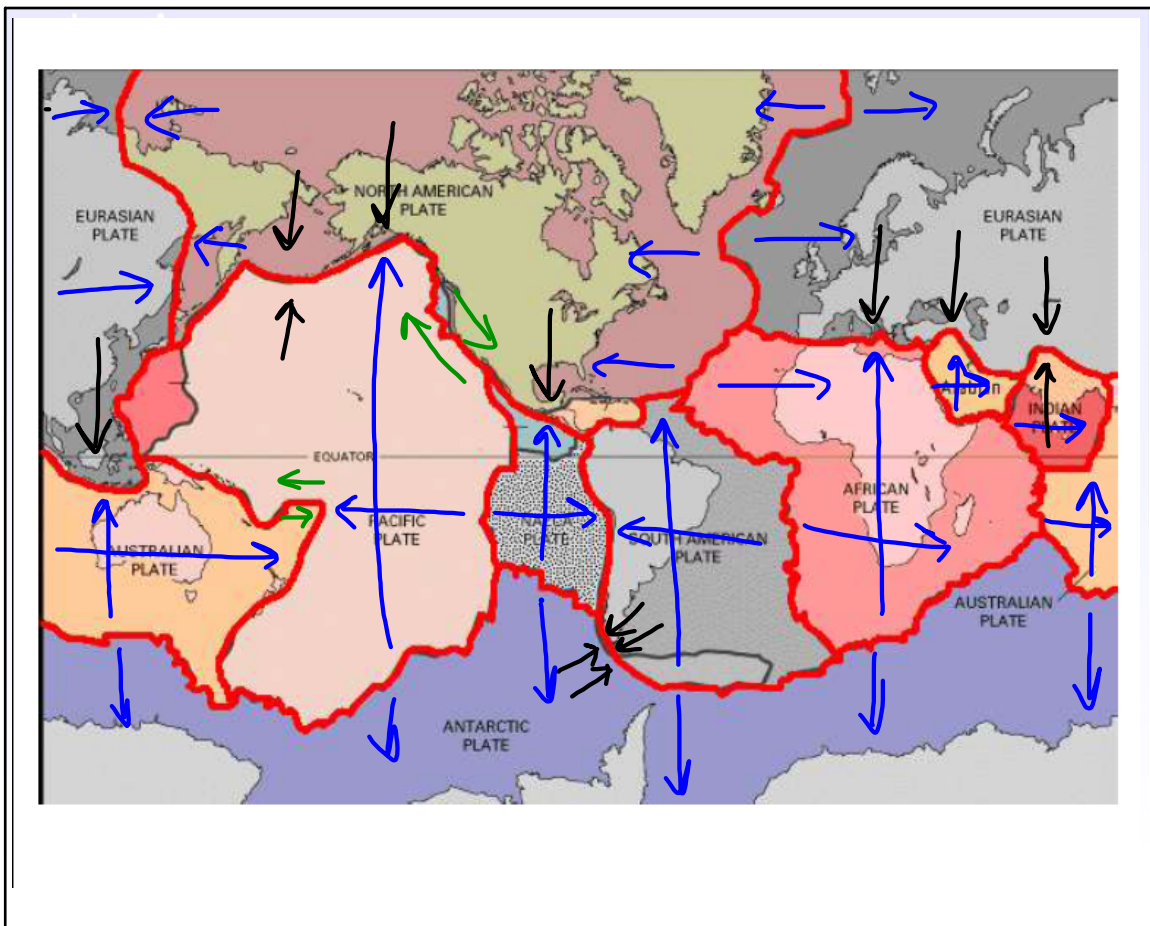
Mar 13-7:53 AM



Mar 13-7:53 AM



Mar 13-7:53 AM



Jan 10-10:05 AM



Let's watch a video to remind us about these ideas after marking our maps:

## Our Changing Earth



Feb 8-10:53 AM

## **HOMEWORK:**

Bring in a **ZIP LOCK type bag** to place your tectonic plate "puzzle pieces" once you cut out the plates and start to put together your prediction map.

Jan 20-6:37 AM



**Mid-course exam dates:**

**January 31st (A-day)**

**February 1st (B-day)**

Jan 11-8:24 AM

## Attachments

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Our\_Changing\_Earth.asf