

## Plan of the Day: Unit 2 Disciplinary Core Ideas

1) CONTINUE working on your plate maps in class today so you may finish your maps by the end of next week and start your essays.

2) CONTINUE reading and answering questions in Unit 4.

### ESS2.A: Earth's Materials and Systems

- 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.

### ESS1.C: The History of Planet Earth

- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (HS.ESS1.C GBE),(secondary)

### ESS2.B: Plate Tectonics and Large-Scale System Interactions

- 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.

Sep 17-11:35 AM

## Continue reading Unit 4:

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 11-3:26 PM

## Expected vocabulary for the essay:

Divergent	Convergent	Transform
Gain crust Sea-floor spreading Mid-ocean ridge Rift valley Earthquakes	Lose crust Subduction Subduction zone Ocean trench Mountain building Earthquakes	Neither gain nor lose crust Plates slide past each other Earthquakes

## Miscellaneous terms for the essay:

Magma Lava Plate boundary Tectonic plate	Basalt Granite Ocean crust Continental crust	Fault Mountains Convection currents
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Jan 30-6:54 AM

## Last class

- 1) You cut out your tectonic plates. along the **DARK HEAVY LINES!**
- 2) You cut and joined together the two pieces of the Eurasian plate (to make one plate) and Australian plate (to make one plate) because each tectonic moves as one unit!
- 3) You cut out the remaining plates
- 4) You glued down the Antarctic plate because it cannot move any further south; all plates (except for a small part of the South American plate are diverging away from it.
- 5) You cut the **RIGHT** and **LEFT** borders from your blank prediction map.

Jan 30-6:56 AM

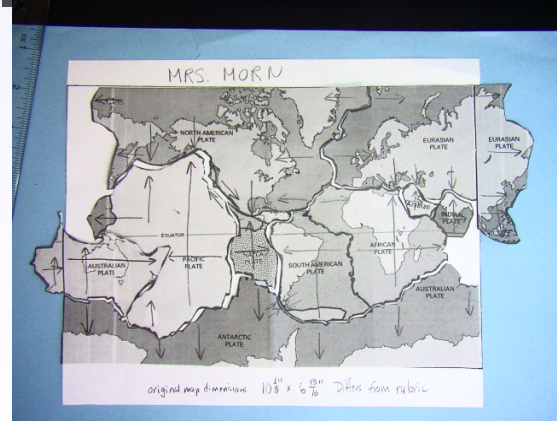
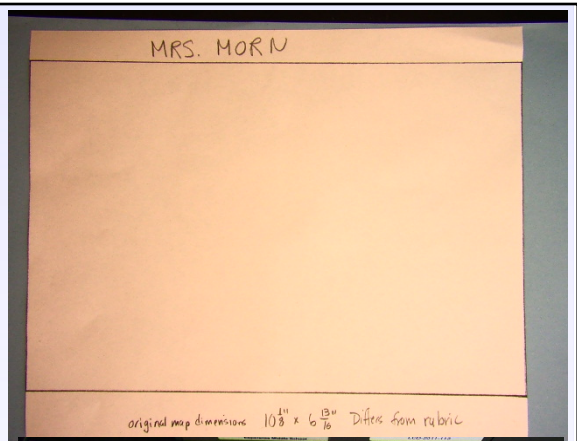
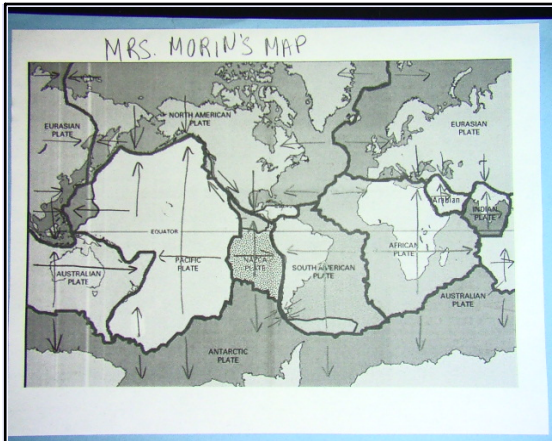
If you did anything like this, you already have problems with your map as crust was removed.



THIS was a failure to listen to and follow directions. It will cost you POINTS on the map portion of the project.

If you did this, for **HOMEWORK**, do what you were instructed to do, **FOLLOW DIRECTIONS!**

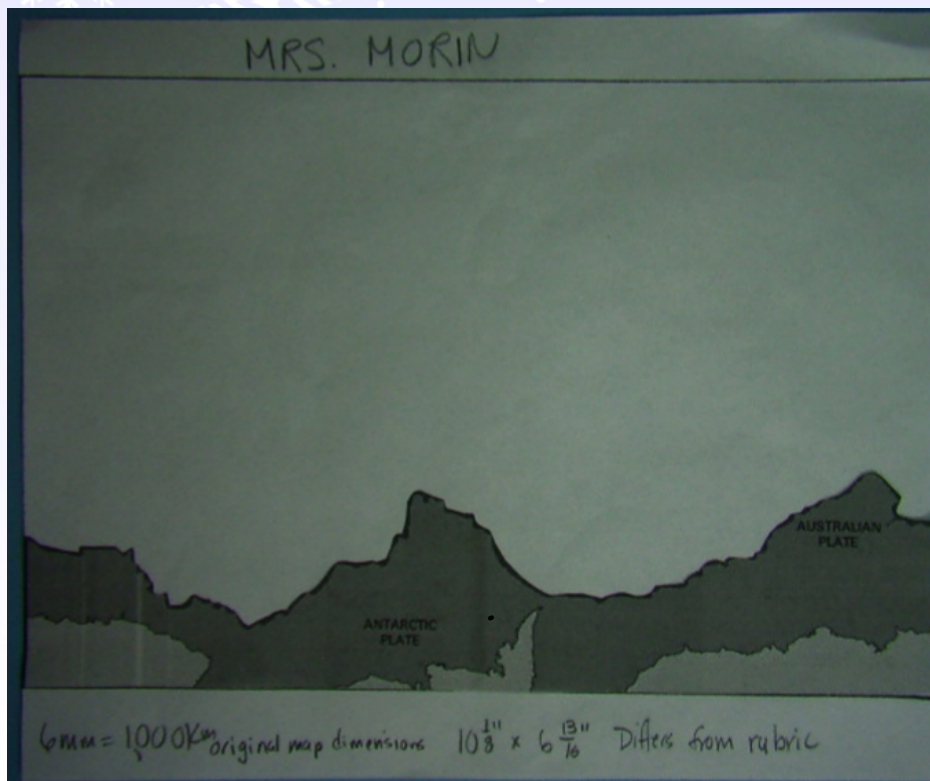
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Jan 12-7:52 AM



## Today's starting point:



You will start **MARKING** where each plate will end up in the future by using a systematic approach.

**What might that be?**

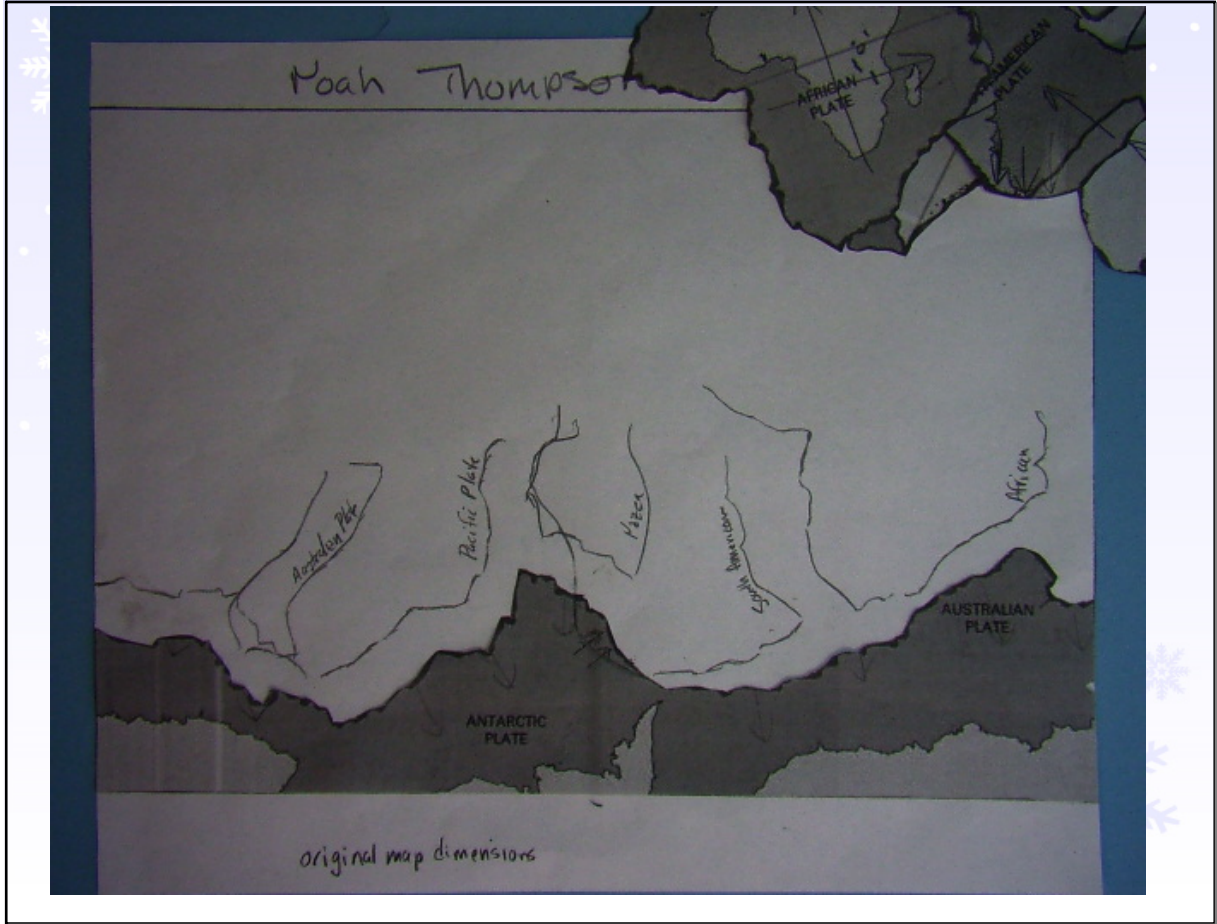
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You need to think about the blank prediction map as the "coordinate plane." North-South (done first) movement will be the "y-axis;" East-West movement (done second) will be the "x-axis."

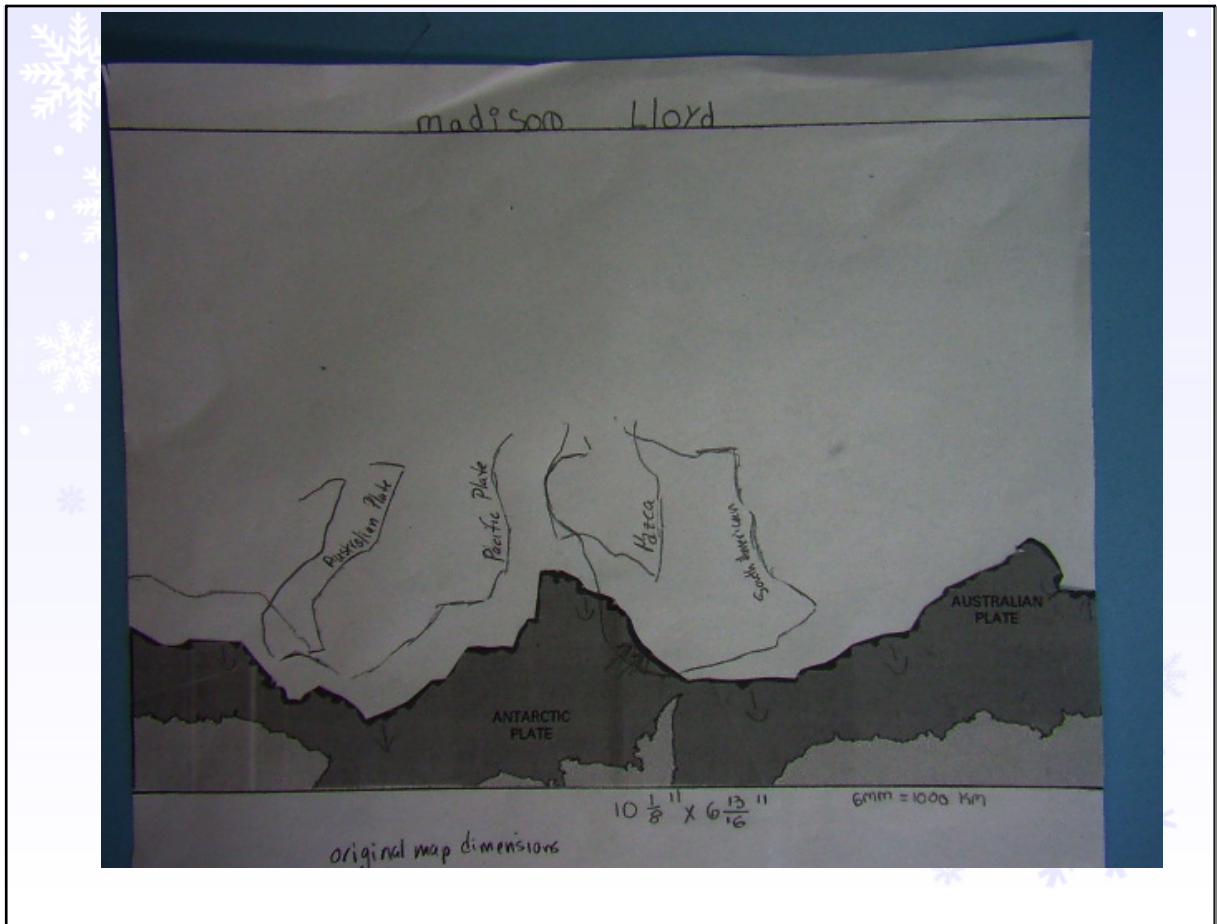
**ALL along the Antarctic plate, except where the southern tip of the South American plate meets the Antarctic plate, you will have to move each diverging plate 12 mm. Six millimeters (6 mm) will be the crust the Antarctic plate gains, 6 mm will be the crust the diverging plate gains.**

You will move **EACH** plate only 6 mm East-West. **WHY?**  
 The North American and Eurasian plates only move 6 mm North-South. **WHY?**

Jan 13-9:06 AM

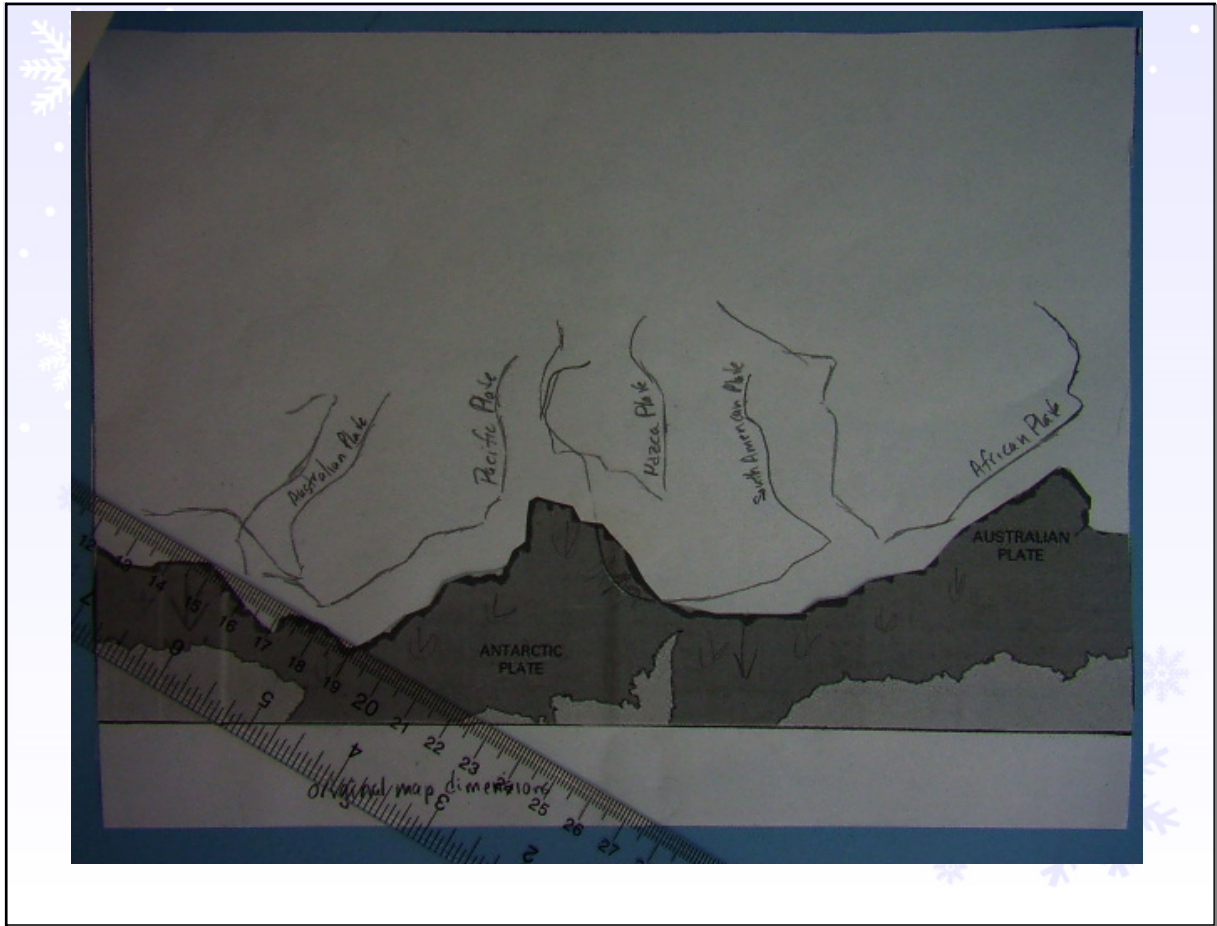


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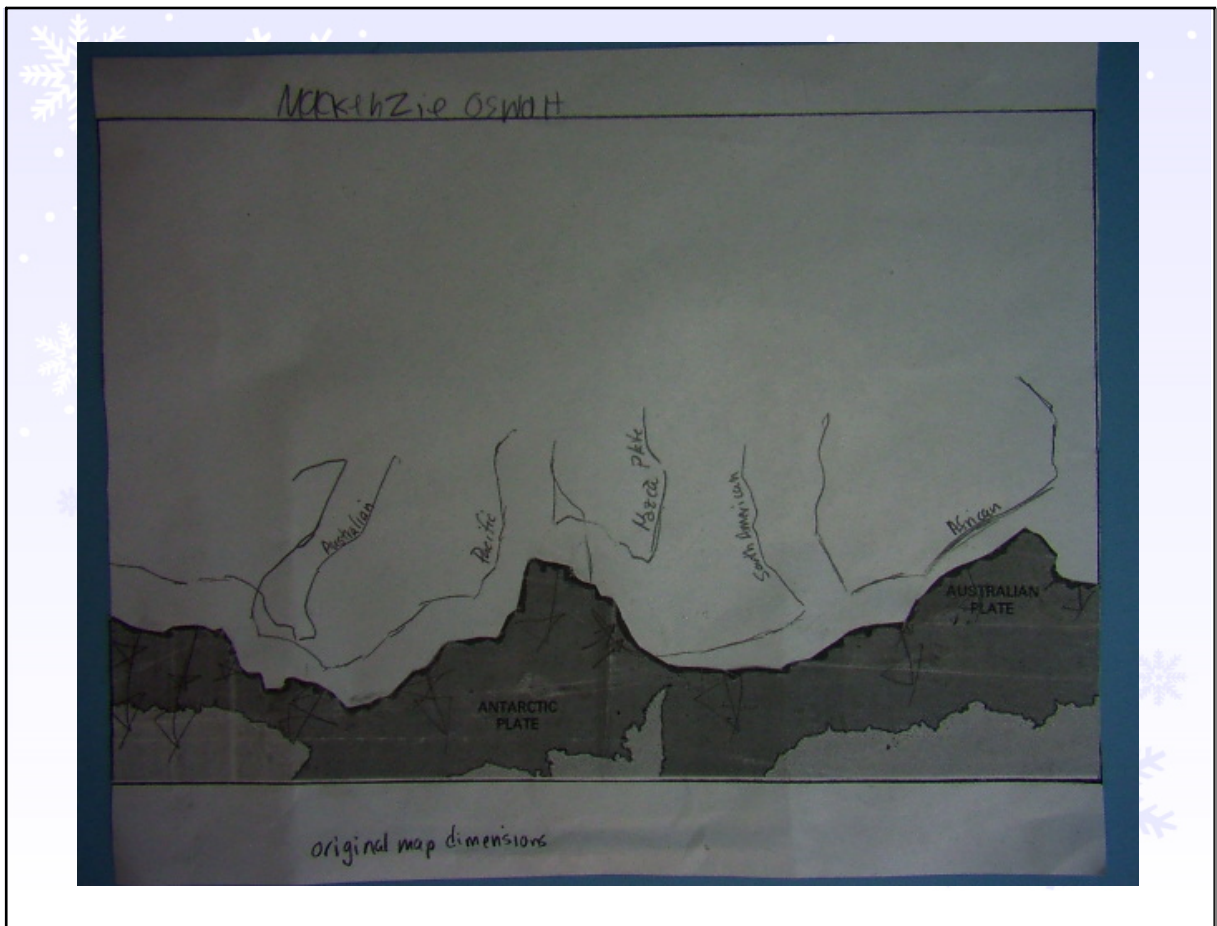


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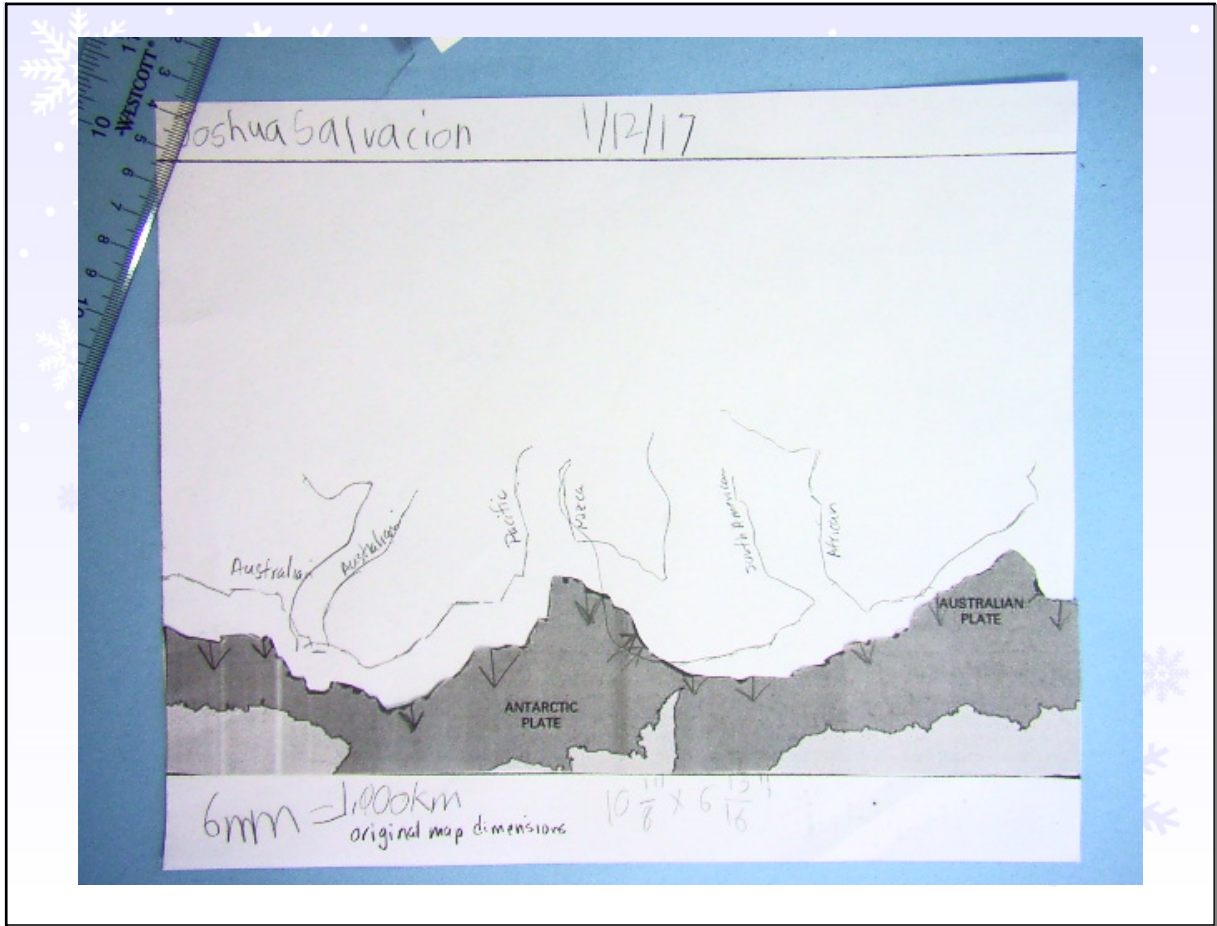




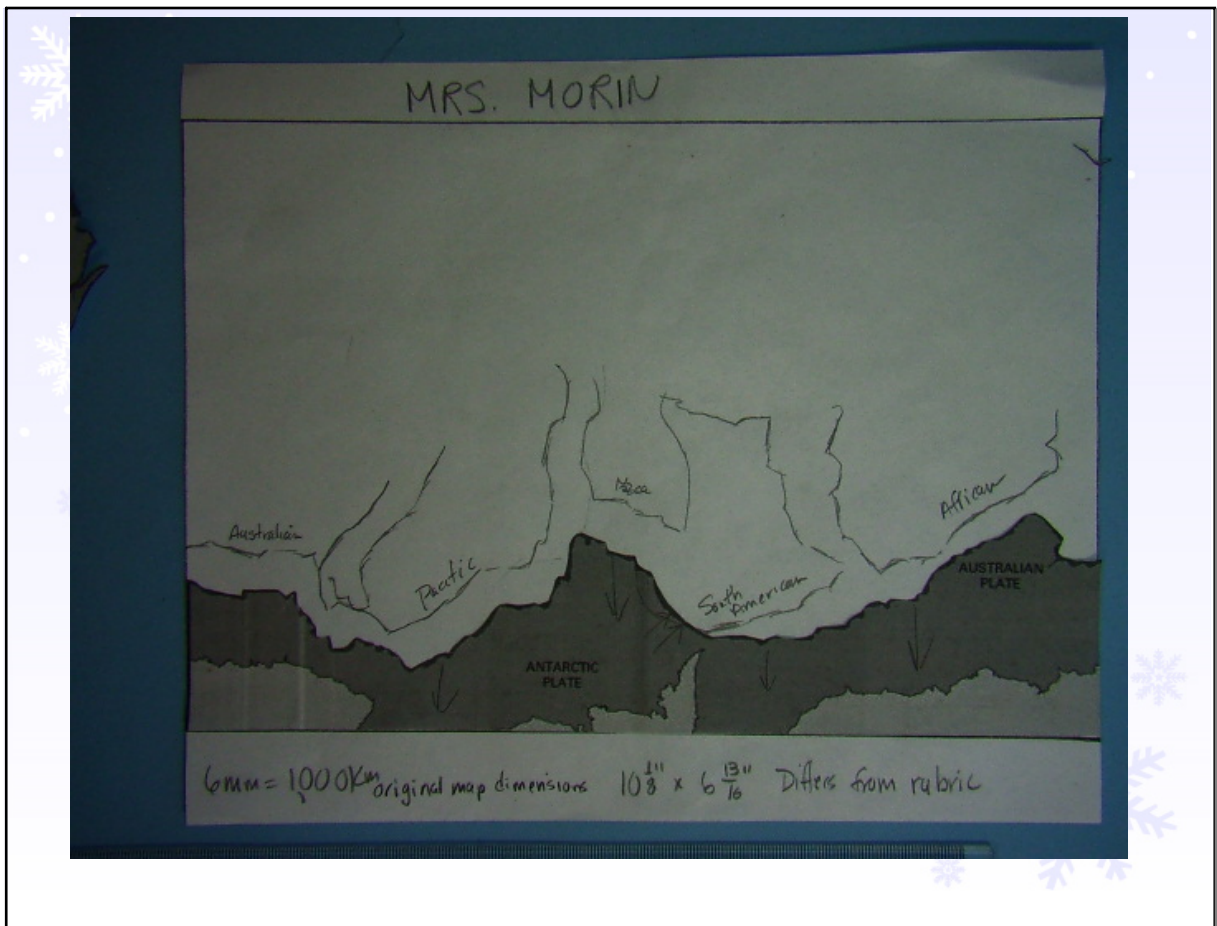
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Jan 11-3:24 PM



Jan 17-6:46 AM

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