

Plan of the Day:

1) **FINISH** working on your plate maps in class today so you start your essays beginning **NEXT week.**

2) **CONTINUE** reading and answering questions in Unit 4. I will check Unit 4 Lessons 2 & 3 today.

Unit 2 Disciplinary Core Ideas**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). **CHECK TODAY!**

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

Your ESSAY will follow the format:

Claim

Evidence

Reasoning

for EACH paragraph.

More on that next class meeting.

Jan 18-2:30 PM

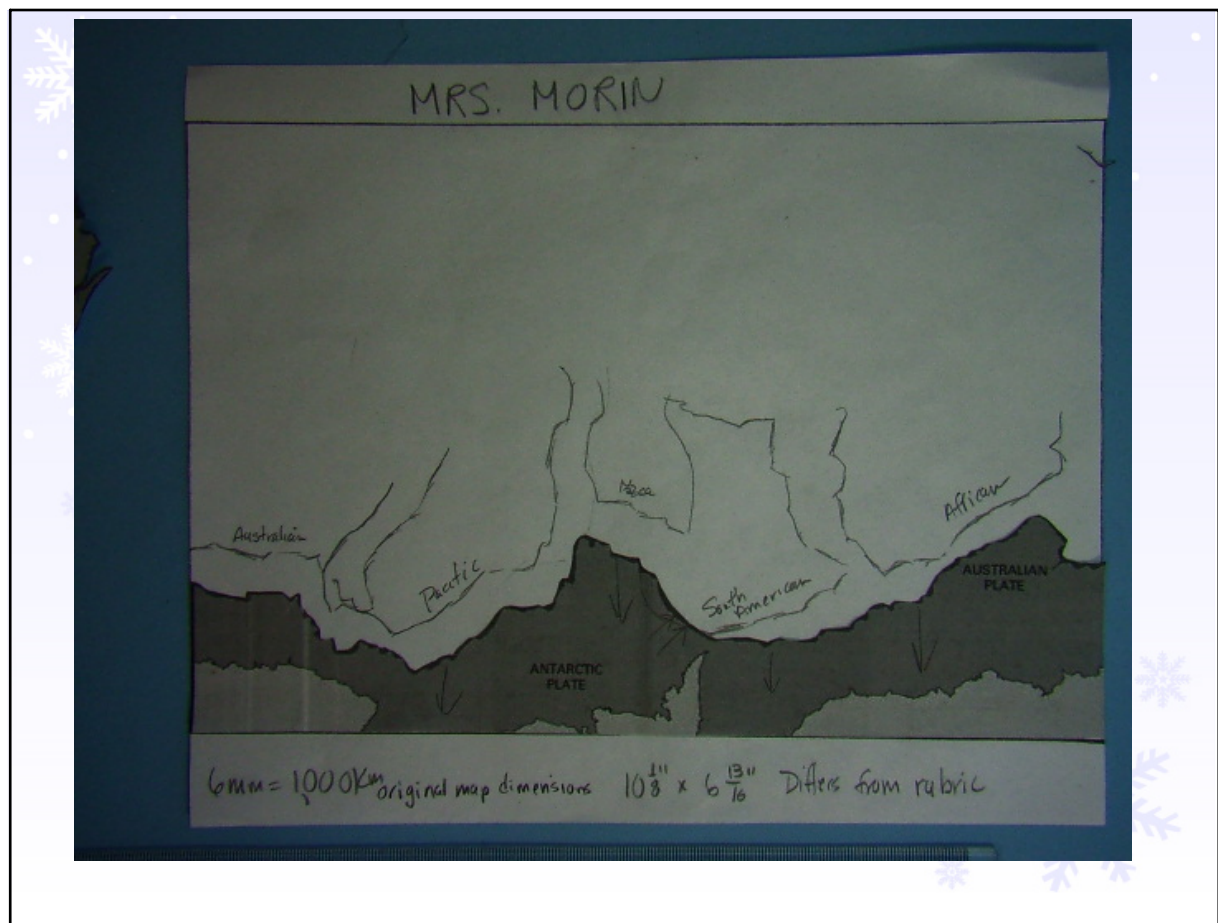
Last class

1) You came up with a strategy to start moving each plate to its future location.

2) You used your strategy to mark the future location of the Australian, Pacific, Nazca, South American and African plates.

3) You read to "catch up" in Unit 4 Lessons 2, 3 (check today), 4 and 5 (check next class). These lessons will be helpful when you start your essays and need to talk about what has happened on your map to create the world 100,000,000 years from now.

Jan 30-6:56 AM



Jan 17-6:46 AM

Today, you need to determine the future locations of the Arabian, Indian, North American and Eurasian plates.

Two should be easy. Which and why?

North American and Eurasian
The top of each is a straight line



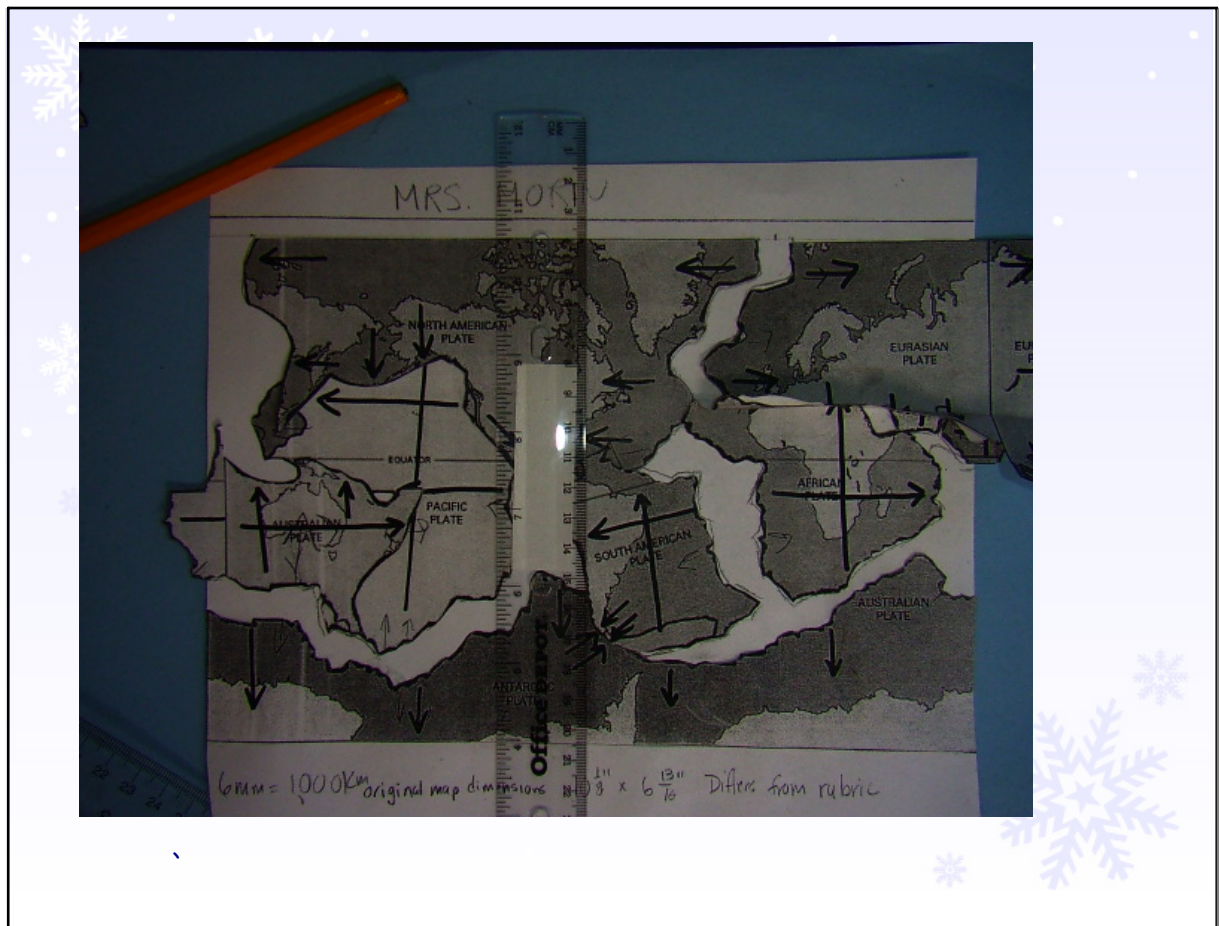
Two present a bit of a challenge. Which and why?



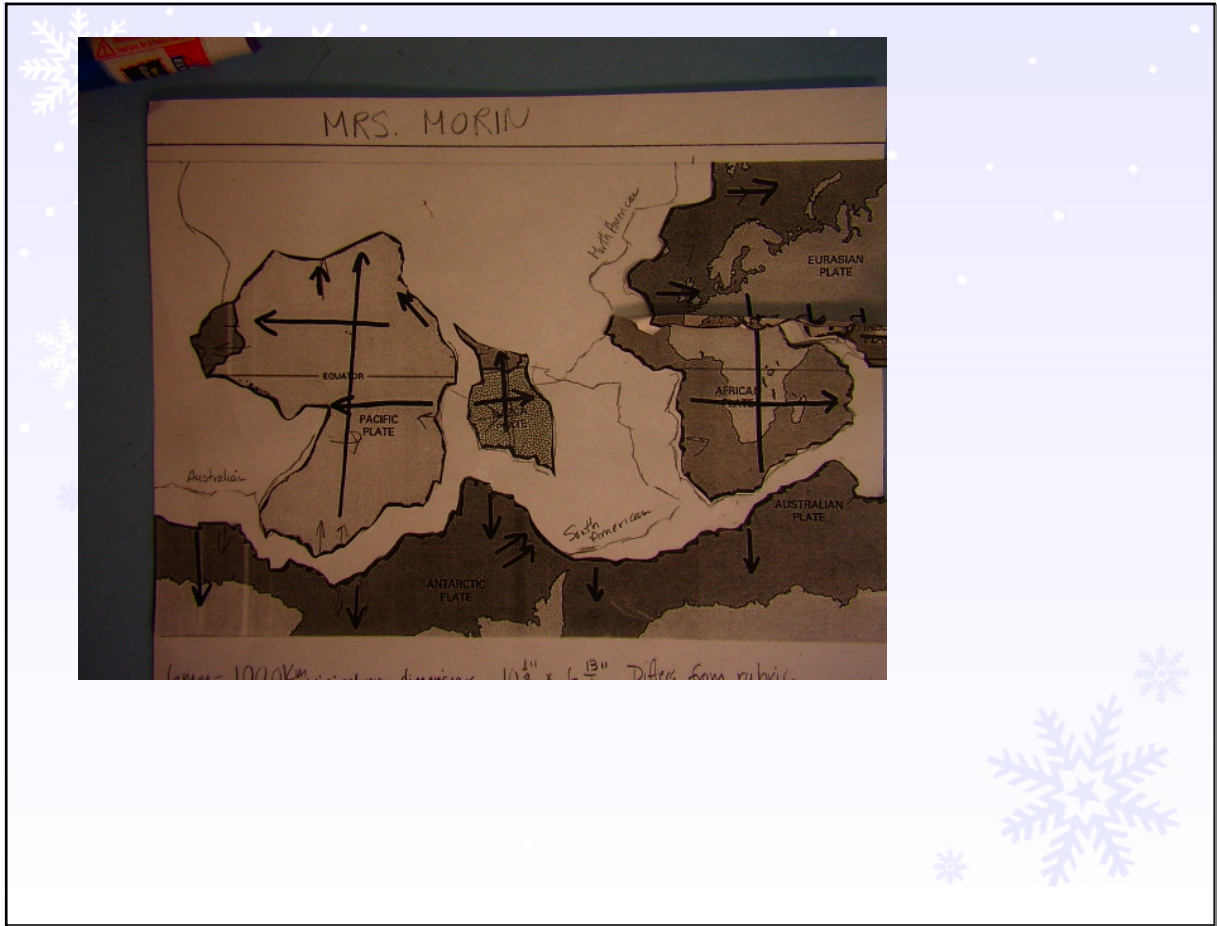
What should be your approach (strategy)?



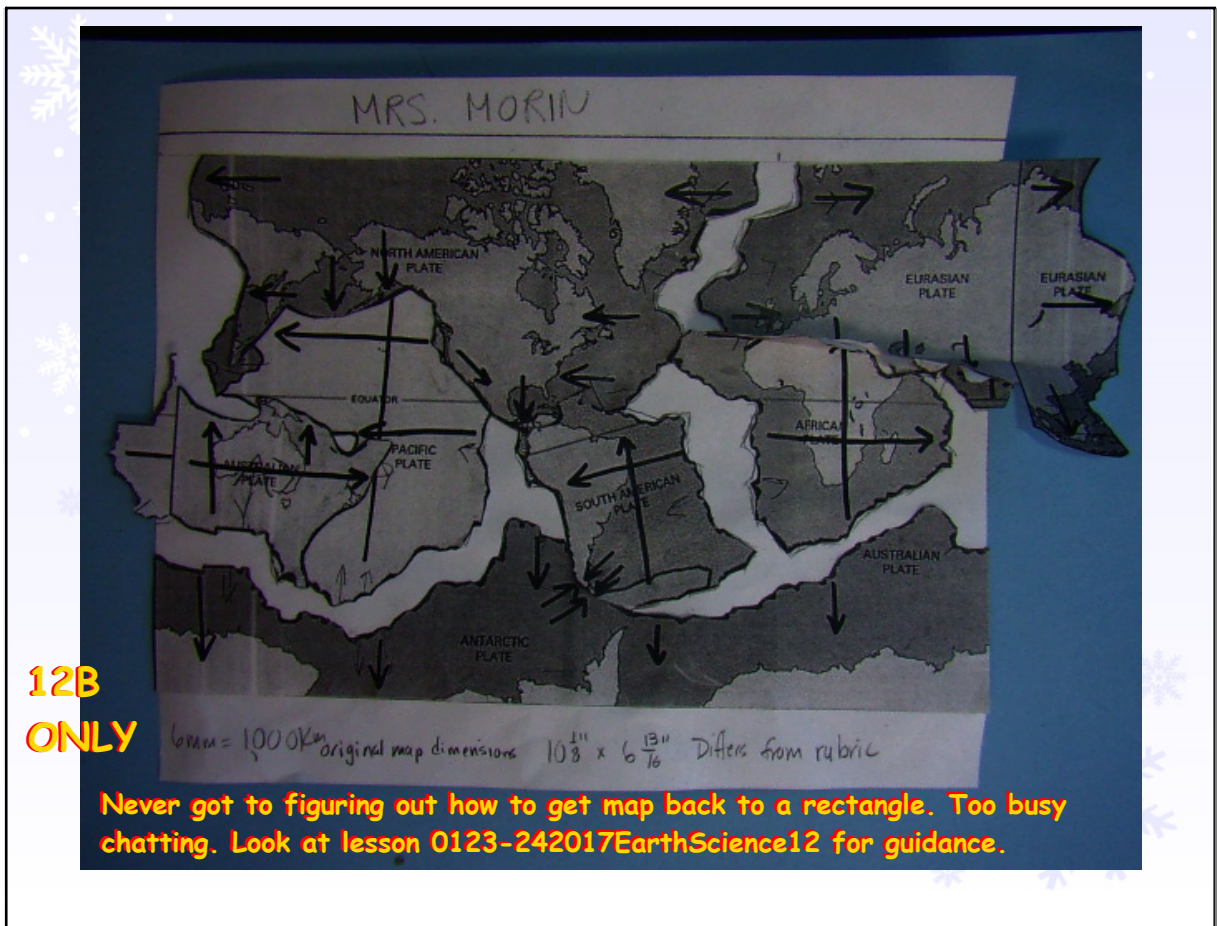
Jan 18-2:30 PM



Jan 19-6:44 AM



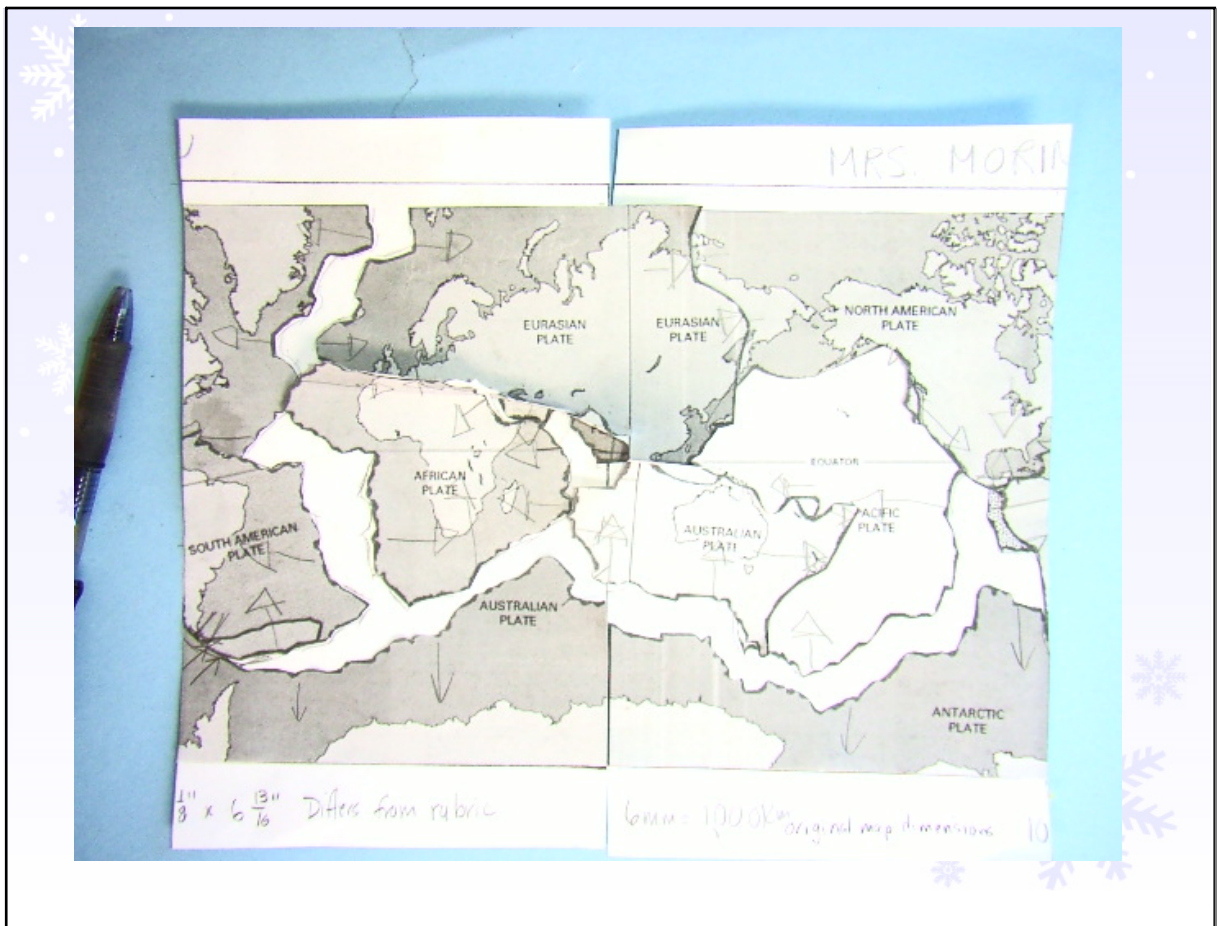
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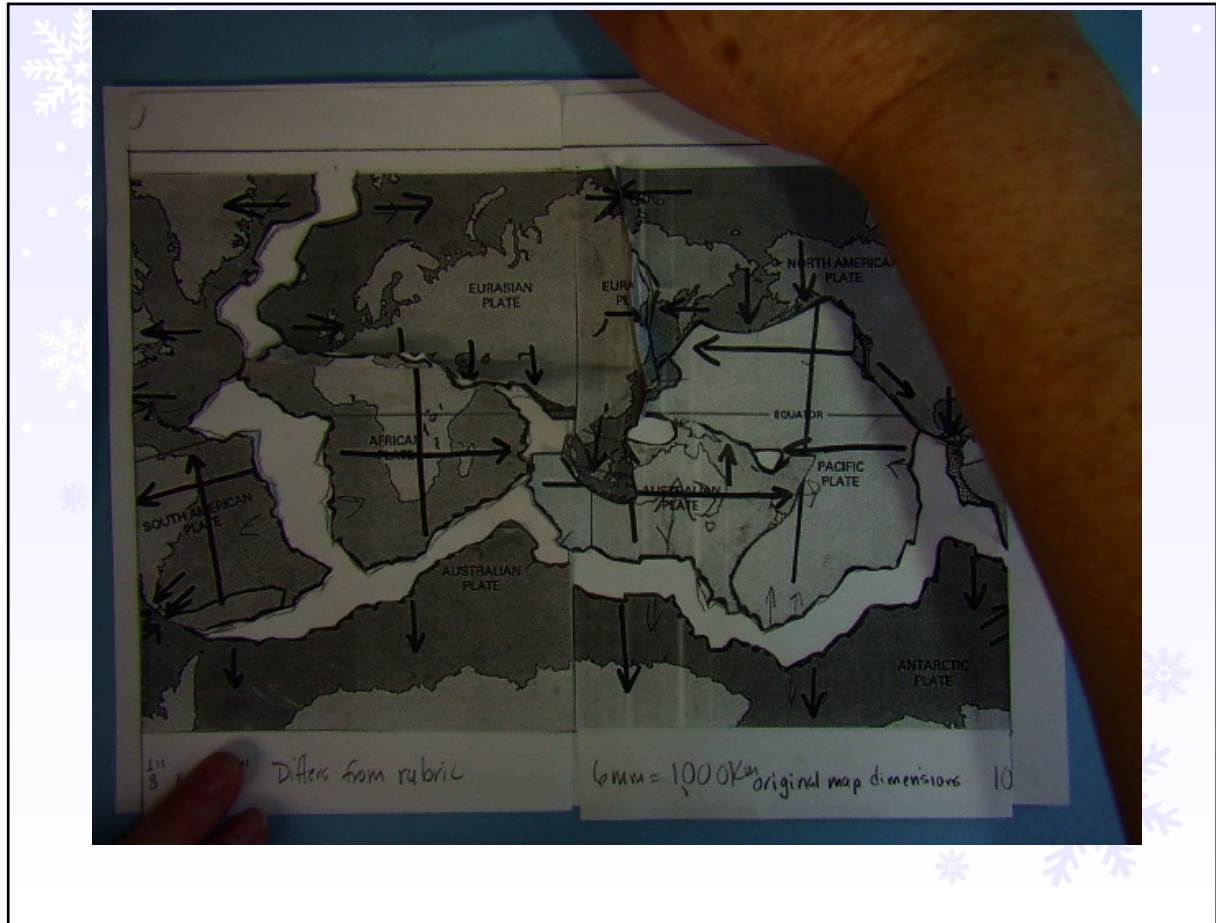
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Jan 18-2:30 PM



Jan 19-6:44 AM



Jan 18-2:30 PM

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).

CHECK TODAY
HAVE YOUR
BOOK READY.

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).

CHECK NEXT
CLASS

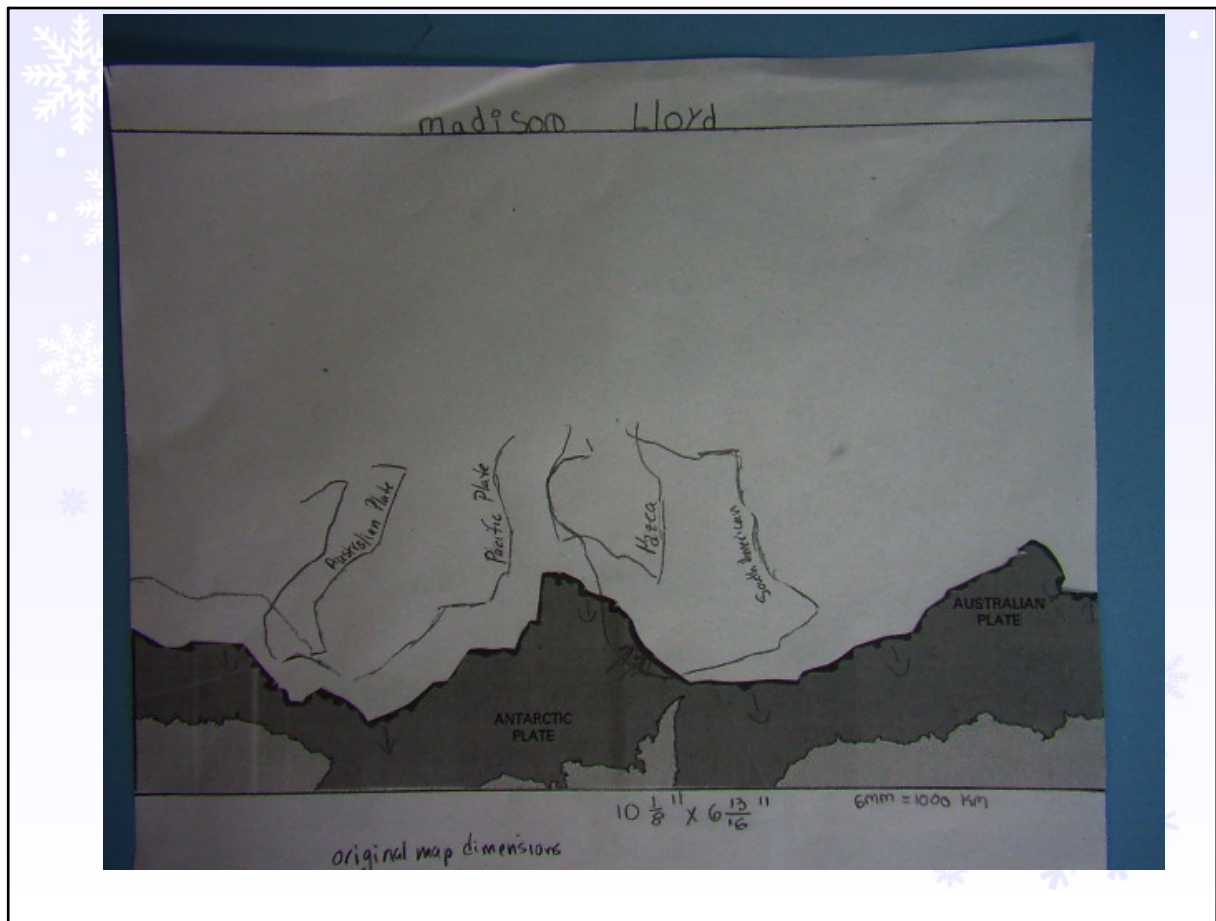
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If you have completed the Unit 4 Lessons, **CONTINUE** reading in Unit 2: Lessons 1, 2 and 3.

Answer all questions within the reading that do **NOT** require research outside the text, discussion with a partner, or making something.

Remember, you are NOT doing the Lesson Reviews!!!

Jan 18-2:37 PM



Jan 13-9:06 AM