

### FRIDAY'S EARLY DISMISSAL SCHEDULE

7:10 - 7:20 Arrival

7:20 - 7:30 Homeroom

7:33 - 8:03 1st Period

8:06 - 8:36 2nd Period

8:39 - 9:09 3rd Period → Place your science materials on the countertops for your return after lunch such that 8th period students have space to do the same.


9:12 - 9:42 4th Period

9:46 - 10:16 8th Period →

10:20 - 10:50 5th Period 6th Grade LUNCH

10:54 - 11:24 6th Period

11:27 - 12:00 7th Period



Dec 8-9:00 AM

## DCIs

Plan of the Day:

*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.

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*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.

1) CONTINUE research for Inside the Earth 3D Model project according to agreed upon tasks (Pie Chart of Participation on rubric reverse).

2) RESOURCES for your INSIDE EARTH project research:

a) YOUR text - The Dynamic Earth: Unit 4 Lesson 1 (pages192-198)

b) Classroom Resources:

- i) Inside Earth text, Chapter 1, Sections 1 & 2 (Earth's Interior: Convection Currents in the Mantle)
- ii) Visual Fact Finder: Planet Earth, pages 14-15
- iii) Earth's Layers, on weebly

**\*RESEARCH NOTES will be turned in for a 24 point PROCESS grade\***

Dec 9-9:31 AM

**What your annotated PROJECT RUBRIC should look like!**

ANNOTATED  
↓  
↓  
ANNOTATED

YOUR First and Last Name \_\_\_\_\_ Your Class \_\_\_\_\_ Today's date \_\_\_\_\_  
Name Class Date

**Inside the Earth 3D Model - Group Project Rubric**

	4 (x 4)	3 (x 3.4)	2 (x 3)	1 (x 2.8)
<b>Earth's Layers (x 2)</b>	The Earth's four (4) layers are clearly and accurately labeled.  Each layer's relative thickness is accurately represented in the model. <b>model will be 9" or 12" range</b>	Three of the four (4) layers of the Earth are clearly and accurately labeled  Each layer's relative thickness is reasonably well represented in the model.	Only two of the four (4) layers of the Earth are clearly labeled and accurately identified.  Each layer's relative thickness is somewhat accurately represented in the model.	Only one of the four (4) layers of the Earth is clearly labeled and accurately identified.  None of the layers' relative thickness is accurately represented in the model.
<b>Temperature and Pressure (x 2)</b>	The <u>temperature</u> and <u>pressure</u> of each of the Earth's layers are represented using both color and text. <b>not necessarily a number</b>	The temperature and pressure of three of the four layers of the Earth are represented using both color and text.	The temperature and pressure of at least two of the four layers of the Earth are represented using either color or text.	The temperature and pressure of at least one of the four layers of the Earth is represented using either color or text.
<b>Layer Composition and Function (x 2)</b>	The important components of each layer are clearly identified.  The function of each layer is identified and related to its composition.	The important components of three of the Earth's four layers are clearly identified.  The function of three of the Earth's four layers are related to its composition.	The important components of two of the Earth's four layers are clearly identified.  The function of two of the Earth's four layers are identified and related to its composition.	The important components of only one of the Earth's four layers is clearly identified.  The function of only one of the Earth's four layers is identified and related to its composition.
<b>Score</b>				

Dec 8-6:22 AM

This side should already identify who is doing what!

YOUR First and Last Name \_\_\_\_\_ Your Class \_\_\_\_\_ Today's date \_\_\_\_\_  
Name Class Date

**Inside the Earth 3D Model - Pie Chart of Participation**

Complete the following pie chart once the project has been completed. Assess how much of the project is your own effort and how much is the effort of each group member. Be honest, fair and accurate in your assessment.  
 I will be making my own observations.

**Individual Task Responsibilities**



**YOUR First and Last Name**  
 Name: \_\_\_\_\_

**Your agreed task**  
 Task Assigned: \_\_\_\_\_

**Partner First and Last Name**  
 Name: \_\_\_\_\_

**Partner agreed task**  
 Task Assigned: \_\_\_\_\_

**Partner First and Last Name**  
 Name: \_\_\_\_\_

**Partner agreed task**  
 Task Assigned: \_\_\_\_\_

**Partner First and Last Name**  
 Name: \_\_\_\_\_

**Partner agreed task**  
 Task Assigned: \_\_\_\_\_

Dec 8-6:39 AM

## Research resources for INSIDE EARTH project:

1) YOUR text - The Dynamic Earth: Unit 4 Lesson 1 (pages 192-198)

2) Classroom Resources (at each table):

a) Inside Earth text, Chapter 1, Section 1,2

b) Visual Fact Finder: Planet Earth, pages 14-15

3) Home resources:

a) Earth's Layers, on weebly

Feb 19-8:53 PM

## REMEMBER:

I will collect EACH student's research notes for a 24 point **PROCESS** grade. Notes **MUST** be extensive enough to reflect you contributed what you agreed to **AND** that information was included on the model.

I will assess each group's model during the Gallery Walk for a **PRODUCT** grade. Each group member will get the grade the project earned **UNLESS** participation in the process was below what you agreed to do on the Task Assignment list.

Dec 6-2:58 PM

You will have **2 more days**, including today, to research, organize and construct your models.

We will do a Gallery Walk on Day 4 at the **BEGINNING** of class:

**Gallery Walk:**

**A-day 15 December**

**B-Day 16 December**

Dec 9-6:39 AM

Need to know:

- 1) How big your model is (9" or 12")
- 2) Actual thickness (km) of your layer 2900km
- 3) Thickness of all layers combined. 6371km

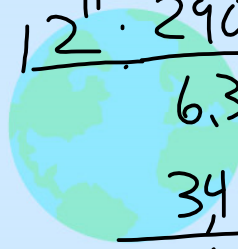
$$\frac{2900 \text{ km}}{6371 \text{ km}} = \frac{X''}{12''}$$

$$\rightarrow \frac{2900 \cdot 12''}{6371} = X$$

$$\frac{2900 \text{ km} \cdot 12''}{6371 \text{ km}} = \frac{6371 \text{ km} \cdot X''}{6371 \text{ km}} \quad \left. \begin{array}{l} 5.46'' = X \\ 5.5'' = X \end{array} \right\}$$

Dec 12-8:58 AM

- 1) Thickness (actual) of ALL layers  
Combined 6,371 km
- 2) The thickness (actual) of EACH layer  
Ex. Mantle is 2,900 km
- 3) How big will your model be? (9" or 12")



$$\frac{12'' \cdot 2900 \text{ km}}{6,371 \text{ km}} = \frac{(\cancel{X})'' \cdot 12''}{\cancel{12''}}$$

$$\frac{34,800''}{6,371} = X$$

$$5.46'' = X$$

Dec 12-8:58 AM

To make a SCALE model, what do you need to know?

- ✓ 1. How thick your layer is.
- ✓ 2. How big your model will be (9'' or 12'').
- ✓ 3. How thick all layers combined.

$$\frac{1200 \text{ km}}{6371} = \frac{X}{12}$$

Round <sup>9</sup>

$$0.188 \cdot 12 = \frac{X}{\cancel{12}}$$

$$0.19 \cdot 12 = X$$

$$2.28 = X$$

2.3''

Dec 9-11:00 AM

Thickness for your model  
You need to know

12"


$$\frac{1221}{6,371} = \frac{X}{12''}$$

if 9"

1.7244

$$12 \times 0.1916 = \frac{X}{12} \times 12$$

1.7



$$\begin{aligned} 2.299 &= X \\ 2.3'' &= X \end{aligned}$$


Dec 9-11:00 AM

Know:

1) Height of your model 9"

2) Thickness of all layers (sum) 6,371 km

$$\frac{X''}{9''} = \frac{32 \text{ km}}{6371 \text{ km}}$$



$$\frac{X'' \cdot 6371 \text{ km}}{6371 \text{ km}} = \frac{9'' \times 32 \text{ km}}{6371 \text{ km}}$$

$$X'' = \frac{288''}{6371}$$

$$X'' = 0.045$$

Dec 12-8:58 AM

## Attachments

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TectonicPlateSong-G.notebook



InsideEarthModelGroupProjectRubric.doc



Continents\_Adrift\_\_An\_Introduction\_to\_Continental\_Drift\_and\_Plate\_Tectonics.asf