Unit A Vocabulary Safety & Introduction

Days 1-5

-conduct lab procedures safely

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| Hazards  | Something that is potentially very dangerous |
| MSDS  | Material Safety Data Sheets |
| Procedures  | An established or correct method of doing something |
| safety | protection from, or not being exposed to, the risk of harm or injury |

Days 6-10

- identify and analyze the variables in an experiment
- develop experimental procedures
- identify and create questions and hypotheses
- make conclusions based on data

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| control  | The group that is not experimented on |
| dependent variable  | The factor that you measure at the end of the experiment |
| hypothesis  | A prediction that can be tested |
| independent variable | The factor that you change |
| variable | Any factor that can change in a controlled experiment, observation, or model |

Unit 3 Our Unique Planet

Days 11-14

-Evaluate forces that shape the lithosphere
-Explain the model of the Earth

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| model | a simplified version of something complex used in analyzing and solving problems or making predictions |
| properties | a characteristic quality or distinctive feature of something |

Days 15-18

-evaluate forces that shape the lithosphere
-examine earthquake and volcano patterns

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| fault | a displacement of rock layers in the Earth's crust in response to stress, accompanied by a break in the continuity of the rocks on each side of the fault line |
| Tectonic plates  | a segment of the Earth's crust that moves relative to other segments and is characterized by volcanic and seismic activity around its margins |

Day 19 Remediation

Days 20-23

-describe the difference between rocks and minerals
-identify the properties of different rocks and minerals

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| properties | a characteristic quality or distinctive feature of something |

Days 24-27

-describe the process which form and the uses of different rocks
-describe the rock cycle

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| erosion | the gradual wearing away of rock or soil by physical breakdown, chemical solution, and transportation of material, as caused, e.g. by water, wind, or ice |
| Igneous (intrusive and extrusive) | rock formed under conditions of intense heat or produced by the solidification of volcanic magma on or below the Earth's surface |
| metamorphic | Rock formed as heat or pressure causes existing rock to change in structure, texture, or mineral composition |
| sedimentary | rocks formed from material deposited as sediment by water, wind, or ice and then consolidated by pressure |

Days 28-31

-describe the importance of minerals

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| renewable | able to be sustained or renewed indefinitely, either because of inexhaustible supplies or because of new growth |
| value | the worth, importance, or usefulness of something to somebody |

Day 32 Remediation

Days 33-36

-predict soil quality
-make informed decisions about soil conservation

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| soil | the top layer of most of the Earth's land surface, consisting of the unconsolidated products of rock erosion and organic decay, along with bacteria and fungi |

Days 37-41
-predict soil quality
-make informed decisions about soil conservation

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| horizon | a layer of soil having characteristics that distinguish it from other layers |
| Infiltration | to pass through a substance |

Days 42-45

-The students should be able to demonstrate mastery of the objectives.