

Unit 3: Stability and Change on Earth

Instructional Days: 30

Unit Summary

Why aren't minerals and groundwater distributed evenly across the world?

Students construct an understanding of the ways that human activities affect Earth's systems. Students use practices to understand the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts on the development of these resources. Students also understand that the distribution of these resources is uneven due to past and current geosciences processes or removal by humans. The crosscutting concepts of *patterns*, *cause and effect*, and *stability and change* are called out as organizing concepts for these disciplinary core ideas. In this unit of study students are expected to demonstrate proficiency in *asking questions*, *analyzing and interpreting data*, *constructing explanations*, and *designing solutions*. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on MS-ESS3-1, MS-ESS3-2, MS-ESS3-4, and MS-ESS3-5.

Student Learning Objectives

Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. *[Clarification Statement: Emphasis is on how these resources are limited and typically nonrenewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]* **(MS-ESS3-1)**

Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. *[Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).]* **(MS-ESS3-2)**

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Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. *[Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]* ([MS-ESS3-4](#))

Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. *[Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]* ([MS-ESS3-5](#))

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(MS-ESS3-1)	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes
MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century
ESS3.A	Humans depend on Earth's land, ocean, atmosphere and biosphere for many different resources
ESS3.B	Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events
ESS3.C	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species
ESS3.D	Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature

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Quick Links[Unit Sequence p. 2](#)[Research on Learning p. 8](#)[Connections to Other Units p. 10](#)[What it Looks Like in the Classroom
p. 5](#)[Prior Learning p. 8](#)[Sample Open Education Resources
p. 11](#)[Connecting ELA/Literacy and Math p.
6](#)[Future Learning p. 8](#)[Appendix A: NGSS and Foundations
p. 12](#)[Modifications p. 7](#)**Enduring Understandings**

- Some natural disasters are predictable while others are not
- Natural disasters are driven by interior processes, surface processes, and/or severe weather events
- Human activity impacts ecosystems
- The relationship between human population and the impact on natural resources

Essential Questions

- What are resources?
- Why do natural disasters occur?
- How do humans impact the environment?
- What affects climate change?

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Unit Sequence	
Part A: <i>Why aren't minerals and groundwater distributed evenly across the world?</i>	
Concepts	Formative Assessments
<ul style="list-style-type: none"> • Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. • All human activities draw on Earth's land, ocean, atmosphere, and biosphere resources and have both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. • Minerals, fresh water, and biosphere resources are distributed unevenly around the planet as a result of past geologic processes. • Cause-and-effect relationships may be used to explain how uneven distributions of Earth's mineral, energy, and groundwater resources have resulted from past and current geosciences processes. • Resources that are unevenly distributed as a result of past processes include but are not limited to petroleum, metal ores, and soil. • Mineral, fresh water, ocean, biosphere, and atmosphere resources are limited, and many are not renewable or replaceable over human lifetimes. • The distribution of some of Earth's land, ocean, atmosphere, and biosphere resources are changing significantly due to removal by humans. 	<p><i>Students who understand the concepts can:</i></p> <ul style="list-style-type: none"> • Construct a scientific explanation based on valid and reliable evidence of how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geosciences processes. • Obtain evidence from sources, which must include the student's own experiments. • Construct a scientific explanation based on the assumption that theories and laws that describe the current geosciences process operates today as they did in the past and will continue to do so in the future.

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Unit Sequence	
Part B: How can we predict and prepare for natural disasters?	
Concepts	Formative Assessments
<ul style="list-style-type: none"> • Natural hazards can be the result of interior processes, surface processes, or severe weather events. • Some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. • Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces, can help forecast the locations and likelihoods of future events. • Data on natural hazards can be used to forecast future catastrophic events and inform the development of technologies to mitigate their effects. • Data on natural hazards can include the locations, magnitudes, and frequencies of the natural hazards. • Graphs, charts, and images can be used to identify patterns of natural hazards in a region. • Graphs, charts, and images can be used to understand patterns of geologic forces that can help forecast the locations and likelihoods of future events. • Technologies that can be used to mitigate the effects of natural hazards can be global or local. • Technologies used to mitigate the effects of natural hazards vary from region to region and over time. 	<p><i>Students who understand the concepts can:</i></p> <ul style="list-style-type: none"> • Analyze and interpret data on natural hazards to determine similarities and differences and to distinguish between correlation and causation.

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Unit Sequence	
<p>Part C: <i>How might we treat resources if we thought about the Earth as a spaceship on an extended survey of the solar system? (How would astronauts manage their resources?)</i></p>	
Concepts	Formative Assessments
<ul style="list-style-type: none"> • All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. • Increases in human population and per-capita consumption of natural resources impact Earth’s systems. • Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. • Cause and effect relationships may be used to predict how increases in human population and per-capita consumption of natural resources impact Earth’s systems. • The consequences of increases in human populations and consumption of natural resources are described by science. • Science does not make the decisions for the actions society takes. • Scientific knowledge can describe the consequences of human population and per-capita consumption of natural resources impact Earth’s systems but does not necessarily prescribe the decisions that society takes. 	<p><i>Students who understand the concepts can:</i></p> <ul style="list-style-type: none"> • Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

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Unit Sequence	
Part D: <i>How can basic chemistry be used to explain the mechanisms that control the global temperature the atmosphere?</i>	
Concepts	Formative Assessments
<ul style="list-style-type: none"> • Stability in Earth’s surface temperature might be disturbed either by sudden events or gradual changes that accumulate over time. • Human activities and natural processes are examples of factors that have caused the rise in global temperatures over the past century. • Human activities play a major role in causing the rise in global temperatures. • Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming). • Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior, and on applying that knowledge wisely in decisions and activities. • Evidence that some factors have caused the rise in global temperature over the last century can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. 	<p><i>Students who understand the concepts can:</i></p> <ul style="list-style-type: none"> • Ask questions to identify and clarify a variety of evidence for an argument about the factors that have caused the rise in global temperatures over the past century. • Ask questions to clarify human activities and natural processes that are major factors in the current rise in Earth’s mean surface temperature.

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What It Looks Like in the Classroom

Students will begin by building on their prior knowledge that human activities affect the Earth. Students will describe how human activities have positive as well as negative impacts on land, ocean, atmosphere, and biosphere resources.

In this unit of study, students will build upon this knowledge by examining the causes of the uneven distribution of resources on Earth. Students can then write an informative text to explain the causes of uneven distributions of Earth's minerals, energy, and groundwater resources. These causes can include past and current geosciences processes as well as human removal of resources. The written text needs to include specific evidence to support the student's explanation. Students will use variables to represent numbers and write expressions. They will convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Students will perform investigations to gather data showing how natural processes can lead to the uneven distributions of Earth's mineral, energy, and groundwater resources. The resources considered should include but not be limited to petroleum, metal ores, and soil. An example of an investigation could include using models of different layers of sediment that will show the uneven distribution of groundwater as it permeates through different types of soil and rock. A saturated mineral solution (i.e. salt) can be poured over the sedimentary layers and then evaporated to leave behind a deposit. Students could then take core samples using straws to gather data from the model.

Emphasis is on how these resources, including land, ocean, atmosphere, biosphere, mineral, and fresh water, are limited and typically are nonrenewable, and how their distributions are significantly changing as a result of removal by humans. Students will use variables to represent quantities and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Students may use maps showing the current global distribution of different resources along with maps showing past global distribution of the same resources to gather data. Students could use these data to create mathematical expressions that could show the impact of current human consumption on possible future resource distribution (renewable and nonrenewable energy resources). In addition, students could use maps of different geosciences processes alongside other data to explain the uneven distributions of Earth's resources.

Students will continue to learn about Earth's systems as they consider how natural hazards can be the result of interior processes, surface processes, or severe weather events. They will learn that some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur

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suddenly and with no notice, and thus are not yet predictable. Students will also look at how technology can be used to predict natural hazards to reduce their impacts. Last, students will examine evidence of natural processes and human activities that have caused global climate change.

Students can analyze maps, charts, and images of natural hazards to look for patterns in past occurrences of catastrophic events. Data on natural hazards can include the locations, magnitudes, and frequencies of the natural hazards. Students can use these data to make reliable predictions of future catastrophic events.

Students can also look at past occurrences of catastrophic events to determine how those events have influenced the development of technologies scientists use to predict future events. It might be useful to include local catastrophic events, since the technology used to predict and diminish effects of future events varies from region to region over time. Some of the data students might analyze could include locations, magnitudes, and frequencies of the natural hazards.

Students will continue their study of Earth's systems and processes by investigating the impact of sudden events or gradual changes that accumulate over time and affect the stability of Earth's surface temperature.

Students will cite specific textual evidence to support an argument about the role of human activity and natural processes in the gradual increase in global temperatures over the past century.

Students can ask questions to clarify how human activities, such as the release of greenhouse gases from the burning of fossil fuels, play major roles in the rise in global temperatures. Students can also ask questions about how natural events, such as volcanic activity, also contribute to the rise in global temperature. Students can look at a variety of sources for evidence, such as tables, graphs, and maps of global and regional temperatures; atmospheric levels of gases, such as carbon dioxide and methane; and rates of human activities, to support an argument that global temperatures have risen over the past century. Students can use these data to write mathematical expressions that show relationships between these variables.

Students will examine a variety of changes that humans have made to Earth's natural systems and determine whether these changes have positive impacts, negative impacts, or some combination of positive and negative impacts. As part of this study, students will collect evidence to support arguments they develop about the impact of the modifications to Earth's systems. Students will consider how a variety of human actions can impact an ecosystem. Among the human actions considered will be human population growth and the consumption of resources from the ecosystem. Students will prepare a report on the system and describe how the system is impacted. Evidence must be recorded to support their arguments and must be presented in both an oral and a written format.

Students can cite specific textual evidence to develop an argument about the need to reduce the level of climate change due

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to human activity. The argument can include the need for reduction in human vulnerability to whatever climate change occurs as a result of natural events.

This unit of study will be leveraged in the Unit 4 engineering and design process.

Connecting with English Language Arts/Literacy and Mathematics

English Language Arts/Literacy

Cite specific textual evidence to support analysis of how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geosciences processes.

Write informative/explanatory texts examining how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geosciences processes. Convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Draw evidence from informational texts to support analysis, reflection, and research on how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geosciences processes.

Cite specific textual evidence in data used to support the analysis of natural hazards and to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

Integrate quantitative or technical information about natural hazards and forecasting future catastrophic events that is expressed visually (e.g., in a flowchart, diagram, model, graph, or table). Use the integrated text and visual displays to analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

Cite specific textual evidence to support an argument about the role of human activity and natural processes in the gradual increase in global temperatures over the past century.

Mathematics

Use variables to represent numbers and write expressions for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geosciences processes. Convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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Use variables to represent quantities for how the distribution of Earth's mineral, energy, and groundwater resources are significantly changing as a result of removal by humans. Construct simple equations and inequalities to solve problems by reasoning about the quantities.

Analyze and interpret data on natural hazards by reasoning abstractly (manipulating symbols abstractly) and quantitatively (while attending to the meaning of those symbols) to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

Use variables to represent numbers and write expressions for the locations, magnitudes, and frequencies of natural hazards and how these data can be used to forecast future catastrophic events and inform the development of technologies to mitigate their effects. The variable can represent an unknown number or, depending on the purpose at hand, any number in a specified set.

Use variables to represent quantities for the location, magnitudes, and frequencies of natural hazards and how these data can be used to forecast future catastrophic events and inform the development of technologies to mitigate their effects. Construct simple equations and inequalities to solve problems by reasoning about the quantities.

Students will clarify evidence of the factors that have caused the rise in global temperatures over the past century, reasoning abstractly (manipulating symbols abstractly) and quantitatively (while attending to the meaning of those symbols).

Use variables to represent numbers and write expressions for data found in tables, graphs, and maps of global and regional temperatures; atmospheric levels of gases such as carbon dioxide and methane' and the rates of human activities. The variable can represent an unknown number or, depending on the purpose at hand, any number in a specified set.

Use variables to represent quantities found in tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Construct simple equations and inequalities to solve problems by reasoning about the quantities.

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Modifications

(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: [All Standards, All Students/Case Studies](#) for vignettes and explanations of the modifications.)

- Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)

Research on Student Learning

N/A

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Prior Learning

By the end of Grade 5, students understand that:

- The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use.
- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.
- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions).
- Humans cannot eliminate the hazards but can take steps to reduce their impacts.
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there.
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments.

Future Learning

This unit of study will be leveraged in the Unit 4 engineering and design process.

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g.,

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water flows downhill, objects hotter than their surrounding environment cool down).

- The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
- The sugar molecules thus formed contain carbon, hydrogen, and oxygen; their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins used to form new cells).
- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
- As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another.
- Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.
- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.
- Evidence from deep probes, seismic waves, reconstructions of historical changes in Earth's surface and magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, and a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
- The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles.
- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.

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- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These physical and chemical properties include water's exceptional capacity to absorb, store, and release large amounts of energy; transmit sunlight; expand upon freezing; dissolve and transport materials; and lower the viscosities and melting points of rocks.
- Resource availability has guided the development of human society.
- All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.
- The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, along with its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems and this energy's re-radiation into space. Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
- Natural hazards and other geologic events have shaped the course of human history; they have significantly altered the sizes of human populations and have driven human migrations.
- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts.
- Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities.
- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features.
- When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal

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energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells.

- Photoelectric materials emit electrons when they absorb light of a high enough frequency.
- The sustainability of human societies and the biodiversity that supports them require responsible management of natural resources.
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation.

Connections to Other Units**Grade 7 Unit 1: Structure and Properties of Matter**

- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).

Grade 7 Unit 2: Interactions of Matter

- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.

Grade 7 Unit 3: Chemical Reactions

- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

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- The total number of each type of atom is conserved, and thus the mass does not change.
- Some chemical reactions release energy, others store energy.

Grade 8 Unit 5: Forms of Energy

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

Grade 6 Unit 7: Weather and Climate

- The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.
- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
- Because these patterns are so complex, weather can only be predicted probabilistically.

Sample of Open Education Resources

[USGS Educational Resources for Secondary Grades \(7–12\)](#): This web site contains selected USGS educational resources that may be useful to educators in secondary school grades. Many of these resources can be used directly in the classroom or will be useful in classroom lessons or demonstration activities preparation, or as resources for teacher education and curriculum development.

[NOAA Education Resources](#): This website contains access to curriculum resources, professional development opportunities, student opportunities, and outreach events.

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Appendix A: NGSS and Foundations for the Unit

Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. *[Clarification Statement: Emphasis is on how these resources are limited and typically nonrenewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]* ([MS-ESS3-1](#))

Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. *[Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).]* ([MS-ESS3-2](#))

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. *[Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]* ([MS-ESS3-4](#))

Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. *[Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases]*

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such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.] (MS-ESS3-5)

The performance expectations above were developed using the following elements from the NRC document [A Framework for K-12 Science Education](#):

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions</p> <ul style="list-style-type: none"> Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-ESS3-1) <p>Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-ESS3-4) 	<p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (MS-ESS3-1) <p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (MS-ESS3-2) <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> Typically as human populations and per-capita consumption of natural 	<p>Patterns</p> <ul style="list-style-type: none"> Graphs, charts, and images can be used to identify patterns in data. (MS-ESS3-2) <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-1),(MS-ESS3-4) <p>Stability and Change</p> <ul style="list-style-type: none"> Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (MS-ESS3-5) <p>-----</p> <p style="text-align: center;">-----</p> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Science, Engineering, and Technology on Society and the</p>

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	<p>resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (MS-ESS3-4)</p> <p>ESS3.D: Global Climate Change</p> <ul style="list-style-type: none"> Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5) 	<p>Natural World</p> <ul style="list-style-type: none"> All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ESS3-1),(MS-ESS3-4) The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-ESS3-2) <p>-----</p> <p>-----</p> <p><i>Connections to Nature of Science</i></p> <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-ESS3-4)
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English Language Arts	Mathematics
<p>Cite specific textual evidence to support analysis of science and technical texts. (MS-ESS3-1),(MS-ESS3-2) RST.6-8.1</p> <p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ESS3-2) RST.6-8.7</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-ESS3-1) WHST.6-8.2</p> <p>Draw evidence from informational texts to support analysis, reflection, and research. (MS-ESS3-1) WHST.6-8.9</p>	<p>Reason abstractly and quantitatively. (MS-ESS3-2) MP.2</p> <p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS3-1),(MS-ESS3-2) 6.EE.B.6</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS3-1),(MS-ESS3-2) 7.EE.B.4</p>

Common Vocabulary	
<p>Conservation</p> <p>Nonrenewable energy</p> <p>Renewable energy</p> <p>Agricultural</p> <p>Biosphere</p> <p>Development</p> <p>Groundwater</p> <p>Material world</p>	<p>Mineral</p> <p>Physical replica</p> <p>Economic</p> <p>Energy source</p> <p>Geologic trap</p> <p>Impact</p> <p>Issue</p> <p>Organic</p>

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