

EARTH SCIENCE

INTRODUCTION

COMPONENTS OF STUDY

1. Geology: Both physical & historical
2. Meteorology: Weather & climate
3. Oceanography: The oceans
4. Astronomy: What is external to the atmosphere

THE FOUR SPHERES (See The Water Cycle)

1. Lithosphere: The solid earth
2. Hydrosphere: The liquid earth
3. Atmosphere: The gaseous earth
4. Biosphere: Where life exists

CONCERNS IN OUR PHYSICAL ENVIRONMENT

1. Resources: Water, soil, metallic & non-metallic elements, sunlight, wind, etc.
2. Per-capita use of metallic and non-metallic elements is 11 tons per year
3. Renewable vs. non-renewable resources
4. Environmental and population problems

MINERALS

- A mineral is a naturally occurring, inorganic, solid material with a definite atomic structure.
- An ore is a useful metallic mineral.

A. Atoms and Forces

1. Atom, in ancient Greek, means "no-cut," i.e., the Ancients believed the atom to be the smallest particle of matter.
2. Atoms are composed of neutrons, protons and electrons.
 - a. Atomic number: Number of protons in nucleus
 - b. Atomic weight: Average weight of an atom
 - c. Isotope: Forms of an element with identical atomic numbers, but different numbers of neutrons in the nucleus

B. Forces: Strong, weak, electromagnetic and gravity

C. Properties of Minerals

1. Luster: Appearance or quality of light from surface
2. Color: Nature of light and cause of color
3. Streak: Color of material in powdered form
4. Hardness: Moh's Scale (See figure below)
- Scratch Test: Higher numbered materials can scratch lower numbered materials
5. Shape is determined by cleavage, crystal form and fracture

D. Specific Gravity

- a. The ratio of the weight of a mineral to the weight of an equal volume of water
- b. Density of water = 1gm/cm³ = 1gm/ml.
 i.e., lead = 7.7, aluminum = 2.7, osmium = 22

MOH'S SCALE

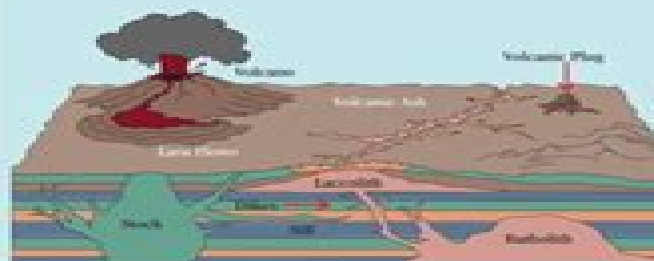
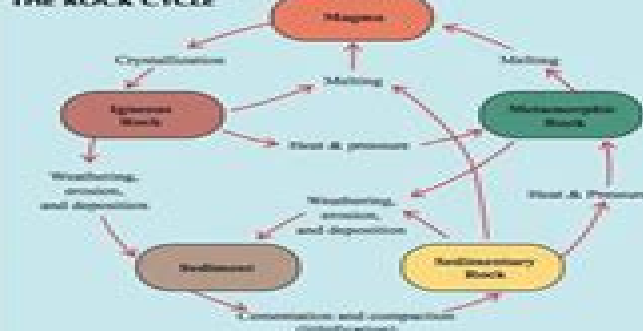
Hardest	10	Diamond
	9	Corundum
	8	Topaz
	7	Quartz
	6	Feldspar
	5	Apatite
	4	Fluorite
	3	Calcite
	2	Gypsum
Softest	1	Talc

C. Mineral Groups

1. Silicates: Minerals with silicon and oxygen
 - a. Silicon is a semi-metal which forms a pyramid-shaped structure with oxygen.
 - b. Other forms include single tetrahedrons (olivine), chains (magical silicates (micas), 3-D structures (feldspars and quartz)
2. Non-Silicates
 - a. Make up one-fourth of continental crust
 - b. Carbonates: Minerals with carbon and oxygen including calcite, from which we procure limestone (roads) and marble (decorative slabs)
 - c. Oxides: Oxygen based solids, i.e., iron
 - d. Sulfides (S), sulfates (SO₄), halides (Cl, F)
 - e. Halite: Mineral form of salt
 - f. Gypsum: Plaster, calcium
 - g. Native metals: Iron, zinc, gold, silver, nickel

ROCK TYPES

THE ROCK CYCLE



IGNEOUS ROCKS

A. Formation

1. Extrusive igneous rocks are formed in volcanic eruptions at surface.
2. Intrusive (or plutonic) igneous rocks are produced within the earth.
3. Magma
 - a. Consists mainly of silicate materials
 - b. Has gases, such as water vapor
 - c. Originates from as deep as 200 km
 - d. Differs in rate of cooling, chemical composition, and amount of gases
 - e. Produces intrusive (plutonic) igneous rocks
4. Lava
 - a. Similar to magma
 - b. Most gaseous elements have escaped
 - c. Produces extrusive (volcanic) igneous rocks

B. Structure

1. Crystallization (ordered pattern of ions)
 - a. The rate of cooling strongly affects crystal size
 - b. Slow cooling = large crystals
 - c. Quick cooling = small crystals
2. Amorphous (unordered pattern of ions)
 - a. Occurs with instant cooling (quenching)
 - b. Produces rocks referred to as glass

C. Classifying Igneous Rocks

1. By texture, size and arrangement of interlocking crystals
 - a. Fine-grained
 - i. Form at surface or within upper crust
 - ii. Openings left by gas bubbles are called vesicles
 - b. coarse-grained: Formed deep within the interior
 - c. porphyritic: Large crystals imbedded in matrix of smaller crystals
2. By mineral composition
 - a. Depends on composition of magma and cooling
 - b. Same magma can create rocks of varying mineral content.
 - c. As magma cools, certain minerals crystallize first (at very high temperatures).

METAMORPHIC ROCKS

A. Formation

1. Metamorphic: To change form
2. Regional metamorphism: Material under intense stresses, high temperatures
3. Contact (thermal) metamorphism: Changes caused by proximity to magma
4. Low grade metamorphism: Shale becomes slate
5. High grade metamorphism: Fossils become rock
6. Cliffs form during mountain building
7. Most metamorphic rocks are harder than sedimentary rocks
8. Metamorphism changes texture
9. Low-grade metamorphism makes material more compact, more dense
10. Foliated texture: Particles of material are brought into line with one another

B. Agents of Metamorphism

1. Heat
 - a. Most important agent
 - b. Provides energy for chemical reactions
 - c. For example: Clay recrystallizes into a mineral at great temperature
2. Pressure
3. Chemical Activity: Most common chemical agent is water

C. Types of Metamorphic Rocks

1. Gneiss: Fine grained, dark flinty rock with randomly arranged minerals
2. Slate: Fine grained, often gray, foliated rock split easily along cleavage, planes of mica flakes aligned by pressure
3. Marble: Granular or sugary-textured rock formed from limestone
4. Phyllite: Silky, foliated rock more coarsely grained than slate
5. Schist: Foliated rock, more coarsely grained and of higher metamorphic grade than phyllite
6. Gneiss: Foliated, banded rock of the highest metamorphic grade
7. Quartzite: Very hard, granular quartz rock, formed from sandstone

BOWEN'S REACTION SERIES

If a mineral, which has already formed, remains in the magma, it will react with the remaining magma to produce the next mineral in the sequence. For example, olivine forms first; olivine then reacts with remaining magma to form pyroxene.

A. Right Side of the Bowen Series

1. Calcium rich parts of the magma form small crystals of feldspar.
2. These react with sodium in the magma to become more and more sodium rich.

B. End of Cooling

1. When everything is almost cool, remaining magma will have high silicone content, and quartz will form.
2. When cooling is complete, everything that cooled at the same time will usually be close to one another (feldspar, mica, and quartz cool near one another to make granite).



Earth Science High School Essential Question

A Loxley



Earth Science High School Essential Question:

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Developing Learning Communities Through Teacher Expertise Giselle O. Martin-Kniep, 2003-10-14 Learn practical methods for developing a collaborative environment where teachers and administrators work together to enhance teachers practices increase student learning and produce valuable school processes

Science Curriculum Resource Handbook ,1992 **Intersections of Formal and Informal Science** Lucy Avraamidou, Wolff-Michael Roth, 2016-03-10 Science learning that takes place between and at the intersections of formal and informal science environments has not been systematically reviewed to offer a comprehensive understanding of the existing knowledge base Bringing together theory and research this volume describes the various ways in which learning science in various settings has been conceptualized as well as empirical evidence to illustrate how science learning in these settings can be supported

Sg Essentials Geology Wicander, 2001-09 Manual of Standards and Suggestions on Organization for the High Schools of Ohio Ohio. Department of Education, 1921 *Resources in Education* ,1992 *The Lincoln Library of Essential Information an Up to Date Manual for Daily Reference, for Self Instruction, and for General Culture Named in Appreciative Remembrance of Abraham Lincoln, the Foremost American Exemplar of Self Education* ,1924 Proceedings of the Department of Superintendence of the National Educational Association ... National Education Association of the United States. Department of Superintendence, 1909 Interdisciplinary Approaches to Teaching Art in High School Pamela G. Taylor, 2006 The authors present works of art artmaking skills and ways of knowing as catalysts for learning across the traditional disciplinary boundaries in high school Both timely and enduring this is the book that will inspire and support the work of veteran new and pre service high school art teachers The book includes issues theories and practices related to high school curriculum advocacy classroom management assessment cultural understanding idea based instructional strategies team teaching technology visual culture and student initiated learning The authors draw upon their own experiences and those of other high school art teachers to create a motivating and provocative text that challenges readers to critically and

continually reflect collaborate read and research their own interdisciplinary thinking teaching and learning processes

Publisher **Proceedings of the ... Annual Conference** Science Teachers Association of New York State,1904

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