



EARTH SCIENCE

INTRODUCTION

COMPONENTS OF STUDY

- Geology: Earth physical & historical
- Metgeology: Weather & Climate
- Oceanography: The oceans
- Astronomy: What is external to the atmosphere

THE FOUR SPHERES (See The Water Cycle)

- Lithosphere: The solid earth
- Hydrosphere: The liquid earth
- Atmosphere: The gaseous earth
- Biosphere: Where life exists

CONCERN IN OUR PHYSICAL ENVIRONMENT

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

MINERALS

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

A. Atom and Minerals

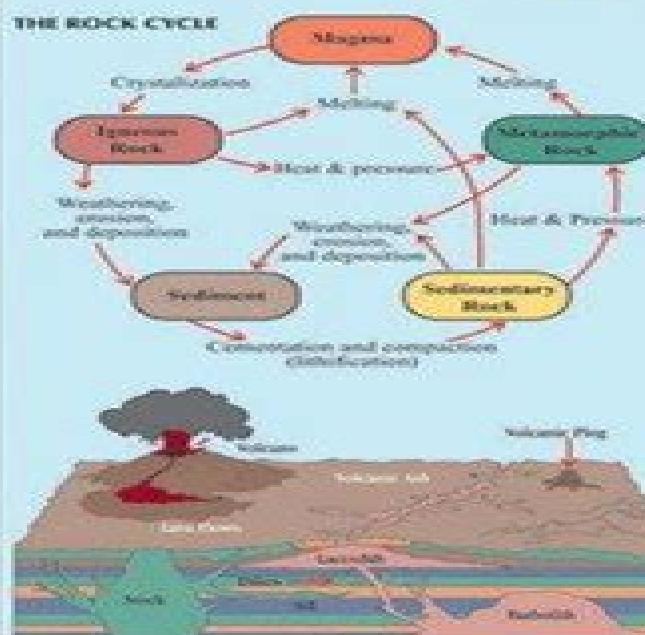
- Atoms in ancient Greek means "un-cut" i.e., the Greeks believed the atom to be the smallest particle of matter.
- Atoms are composed of neutrons, protons and electrons.
- Atomic number: Number of protons in nucleus.
- Atomic weight: Average weight of an atom.
- Isotopes: Atoms with the identical atomic number, but different numbers of neutrons in the nucleus.
- Forces: Strong, weak, electromagnetic and gravity.
- Properties of Minerals**
 - Color: Appearance or quality of light from surface.
 - Texture: Nature of light and cause of color.
 - Streak: Color of material in powdered form.
 - HARDNESS: Mohs' Scale (See Figure Below).
 - Scratch Test: Higher numbered materials can scratch lower numbered materials.
 - Shape is determined by cleavage, crystal form and structure.
- Specific Gravity: The ratio of the weight of a mineral to the weight of an equal volume of water.
- Density of water = 1 gram/cubic centimeter.
1 g/cm³ = 7.7, aluminum = 2.7, iron = 7.2.

MOM'S SCALE		MINERALS
10	Diamond	
9	Corundum	
8	Topaz	
7	Quartz	
6	feldspar	
5	Spatite	
4	Fluorite	
3	Garnet	
2	Pyrope	
1	Redite	
0	Table	

MINERAL CONCEPTS

- Silicates: Minerals with silicon and oxygen.
- Silicates are a large class which forms a pyramidal-shaped structure with oxygen.
- Other forms include simple non-silicate minerals, oxides, sulfides, noble elements, 2-3 element hydrocarbons and quartz.
- Non-Silicates
- Make up one-fourth of continental crust.
- Carbides: Minerals with carbon and oxygen including calcium, those which are present limestone (calcium) and marble (calcium carbonate).
- Oxides: Oxygen-banded solids, i.e., iron sulfides (FeS), sulfates (MgSO₄), halides (CaCl₂, F).
- Halite: Mineral form of salt.
- Corundum: Plasma, calcium.
- Noble metals: Iron, zinc, gold, silver, nickel.

THE ROCK CYCLE



ROCK TYPES

METAMORPHIC ROCKS

A. Formation

- Metamorphism**: To change form.
- Metamorphic rock**: Material under intense pressure, high temperatures.
- Contact metamorphism**: Metamorphism caused by proximity to magma.
- Low-grade metamorphism**: Shallow metamorphism.
- High-grade metamorphism**: Deeper metamorphism.
- foliation**: During metamorphism, parallel mineral lines are formed than metamorphic rocks.
- Metamorphic structures**: Features of material that change when heat and pressure.
- foliation**: Features of material that change when heat and pressure.

B. Agents of Metamorphism

- Heat**
 - most important agent
 - possible energy for chemical reactions
 - For example, clay converts into a mineral at great temperature
- Pressure**
- Chemical Activity**: Most common chemical agent in nature

C. Types of Metamorphic Rocks

- Metamorphic**: Fine grained, dark, shiny rock with randomly arranged minerals.
- Schist**: Fine grained, often grey, foliated rock with many strong cleavage planes of mica minerals formed by pressure.
- Migmatite**: Granular or mica-schist rock.
- Phyllite**: Shiny, foliated rock more strongly foliated than schist.
- Slate**: Foliated rock, more strongly foliated and w/ higher metamorphic grade than phyllite.
- Gneiss**: Foliated, banded rock w/ the highest metamorphic grade.
- Quartzite**: Very hard, granular quartz rock, formed from sandstone.

ROCKS' REACTION SERIES

It is a mineral, which has already formed, reacts w/ other minerals, it will react w/ the remaining magma to produce the next mineral in the sequence. For example, olivine reacts w/ plagioclase, plagioclase reacts w/ remaining magma to form pyroxene.

D. High-Mg Shale and High-Silicate Shale

- Calcareous rocks w/ other minerals form small crystals w/ foliation.
- These react w/ sodium in the magma to become mica and more sodium-rich.

E. End of Cooling

- Without everything is altered over, remaining magma w/ have high olivine content, and quartz w/ mica.
- Without cooling w/ olivine, everything that reacted at the same time will remain by the olivine to one another (olivine) and quartz cloud never ever another for major growth.



Earth Science High School Essential Question

David Kirk

Earth Science High School Essential Question:

Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides

The Mastery Learning Handbook

Jonathan Bergmann, 2022-10-14 Mastery learning is an instructional approach that empowers every student to progress with confidence Using flexible pacing and targeted supports teachers guide students through a cyclic process of preparation demonstration and formative feedback until there is a mutual agreement between teacher and student that the student is ready to advance In this book educator Jonathan Bergmann a pioneer of the flipped classroom movement walks you step by step through the mastery learning cycle explaining what it entails and providing the templates models and rubrics you need to start using it in your own classroom You ll learn how to Set meaningful measurable and transferable learning objectives that target essential knowledge skills and dispositions Develop a mastery rubric to check for student levels of proficiency Create an assessment plan that ensures positive learning experiences for all Plan and deliver units that incorporate both time shifted direct instruction and collaborative application activities within the classroom space Provide timely differentiated support based on students individual learning needs Informed by trial and error in his own classroom and by discussions with other expert practitioners Bergmann shares commonsense solutions to the major challenges of mastery learning implementation everything from how to manage pacing to how to create multiple versions of tests determine grades and get stakeholder buy in The Mastery Learning Handbook is both an introduction to this exciting instructional approach and a practical resource that K 12 teachers can turn to again and again See for yourself just how effective enjoyable and transformative mastery learning can be

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Strategies for Teaching Boys and Girls -- Secondary Level Michael Gurian,Kathy Stevens,Kelley King,2011-01-06 In his best selling classic Boys and Girls Learn Differently Michael Gurian explained the origin and nature of gender differences in the classroom His important book explored the behavior teachers observed and the challenges they faced with both boys and girls in their classrooms Taking the next step Strategies for Teaching Boys and Girls Secondary level A Workbook for Educators offers teachers a hands on resource that draws on the Gurian Institute s research and training with secondary schools and school districts The workbook presents practical strategies lessons and activities that have been field tested in real classrooms and developed to harness boys and girls unique strengths The workbook is designed to help teachers build a solid foundation of learning and study habits that their students can use in the classroom and at home It covers the key curricular areas and offers proven techniques to make learning no matter what the subject more engaging for all students The workbook is an essential resource for all teachers who want to improve their practice and get the most from all students whatever their gender

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

Oklahoma Teacher ,1922 *The School Journal* ,1903 **New York School Journal** ,1899 **High School**

Department Bulletins University of the State of New York,1900 Contains proceedings of various teachers associations academic examination papers etc **The Lincoln Library of Essential Information** ,1924 School Science and Mathematics ,1915

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Table of Contents Earth Science High School Essential Question

1. Understanding the eBook Earth Science High School Essential Question
 - The Rise of Digital Reading Earth Science High School Essential Question
 - Advantages of eBooks Over Traditional Books
2. Identifying Earth Science High School Essential Question
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Earth Science High School Essential Question
 - User-Friendly Interface
4. Exploring eBook Recommendations from Earth Science High School Essential Question
 - Personalized Recommendations
 - Earth Science High School Essential Question User Reviews and Ratings
 - Earth Science High School Essential Question and Bestseller Lists

5. Accessing Earth Science High School Essential Question Free and Paid eBooks
 - Earth Science High School Essential Question Public Domain eBooks
 - Earth Science High School Essential Question eBook Subscription Services
 - Earth Science High School Essential Question Budget-Friendly Options
6. Navigating Earth Science High School Essential Question eBook Formats
 - ePUB, PDF, MOBI, and More
 - Earth Science High School Essential Question Compatibility with Devices
 - Earth Science High School Essential Question Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Earth Science High School Essential Question
 - Highlighting and Note-Taking Earth Science High School Essential Question
 - Interactive Elements Earth Science High School Essential Question
8. Staying Engaged with Earth Science High School Essential Question
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Earth Science High School Essential Question
9. Balancing eBooks and Physical Books Earth Science High School Essential Question
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Earth Science High School Essential Question
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Earth Science High School Essential Question
 - Setting Reading Goals Earth Science High School Essential Question
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Earth Science High School Essential Question
 - Fact-Checking eBook Content of Earth Science High School Essential Question
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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