

UNIT OF STUDY

Title: Earthquakes	Subject/Course: Science	Length: 2 weeks
Topic: Cause and effect of Earthquakes	Grade: 6th	Designer: Stacy Evans

UNIT GOALS AND EXPECTATIONS

<p>IMPORTANT CONCEPTS/UNDERSTANDINGS: Big Idea: The Earth is a constantly changing planet due to constructive forces such as volcanic eruptions and earthquakes.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • The Earth processes we see today are similar to those that occurred in the past. • Earth processes such as earthquake activity affect the Earth's surface 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How do earthquakes effect Earth's surface? • Where are earthquake belts located? • How are earthquake occurrences recorded and measured?
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<p>STUDENT LEARNING EXPECTATIONS: 8.6.10 Identify the effects of earthquakes on Earth's surface: tsunamis, floods, changes in natural and man-made structures 8.6.11 Investigate and map patterns of earthquake and volcanic activity 8.6.12 Locate earthquake belts on Earth: Mediterranean-TransAsiatic, Circum-Pacific 8.6.13 Analyze how earthquake occurrences are recorded and measured</p>
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<p>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</p> <ul style="list-style-type: none"> • Recall that convection currents in the mantle affect lithosphere movement resulting in earthquakes • Identify and describe the parts of an earthquake • Identify the effects of earthquakes on the Earth's surface: tsunami, floods, changes in structure • Describe the tools seismologists use to measure earthquake waves • Analyze how earthquake occurrences are recorded and measured 	<p>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</p> <ul style="list-style-type: none"> • Map patterns of earthquake activity • Locate earthquake belts on Earth
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UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

<p>Open Response Assessment Book project</p>	
<p>Traditional Assessments: Unit Test</p>	<p>Other Evidence of Learning: Daily notebook entries LOL – Line of Learning</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<ul style="list-style-type: none"> • Students will read a passage on the parts of an earthquake (epicenter, focus, p 	Harcourt

<p>waves, s waves and surface waves) and complete a foldable of the information</p> <ul style="list-style-type: none"> • Mapping – Students will locate the earthquake belts on a map • Online simulation – students will predict and observe what elements effect earthquake activity • Mapping the epicenter- students will use an online simulation of an earthquake to map and locate the epicenter. Then students will write a description of how earthquakes are measured. • Book- Students will research the effects past earthquakes have had on Earth's surface. Then they will write a book to teach younger students about that area and how the earthquake affected it. 	<p>Harcourt www.nationalgeographic.com www.nationalgeographic.com internet, encyclopedias</p>
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Career Connections

Students will watch a video that shows a seismologist at work.