General Brown Central School District
Curriculum Map

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 8 – 9 days	Unit/Theme 1a - Foundations: *Scientific Investigation*
Essential Questions: How are inferences derived from observations? What are the correct procedures for making measurements? How is the metric system structured? Why is percent deviation important?	
NYS Standards: HS-ESS2-2 HS-ESS3-1	Vocabulary: % Deviation Calibration Classification Inference Meniscus Metric System Observation Scale Smallest Calibrated Unit
Student Objectives (The student will…): TSW be able to distinguish between observations and inferences. TSW demonstrate the skills required to make proper measurements. TSW use the metric system in both class and lab work. TSW evaluate the effects of errors in measurement on data and results.	
Assessments: Topic 1a Test Quiz: Observation + Inference Labs: Basic Lab Instruments / Direct Measurement / Measurement by Difference Ext Labs: Metric Conversions / % Deviation	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: Teacher-created materials: PowerPoint Presentations Student Notes (Fill-In) Worksheets, Quizzes, Skill Exercises Lab report forms

General Brown Central School District
Curriculum Map

	Castle Learning Exercises

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 10 days	Unit/Theme 1b - Foundations: *Fundamental Concepts*
Essential Questions: How does the density of a fluid affect its behavior? How can the density of a substance be changed? In what ways is water a unique substance? How is energy transferred? How is heat energy measured? How do common Earth materials differ in their reaction to heat energy?	
NYS Standards: HS-ESS2-2 HS-ESS3-1	Vocabulary: Conduction Convection Density Heat Joules Mass Pressure Radiation Specific Heat Temperature Volume
Student Objectives (The student will…): TSW predict how differences and changes in density will affect the behavior and properties of a system. TSW describe the unique physical and chemical properties of water. TSW identify the methods of energy transfer involved in a variety of Earth processes. TSW describe how certain factors are used to measure heat energy. TSW predict how various Earth materials will differ in their reaction to the addition of heat energy.	
Assessments: Topic 1b Test Labs: Density of Solids / Density Factors / Heat Transfer / Heating Curve for Water Ext Lab: Density Problems	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports

General Brown Central School District
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	Castle Learning

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 4 days	Unit/Theme 2 - Data Analysis
Essential Questions: How do graphs show relationships among variables? How can rates of change be determined from a graph?	
NYS Standards:	Vocabulary: Constant Dependent Gradient Independent Rate of Change Relationship Variable Cyclic Direct Graph Inverse Regular Slope
Student Objectives (The student will…): TSW prepare graphs from data sets. TSW analyze graphs to determine the types of relationships shown. TSW use graphs to determine past events and predict future outcomes. TSW determine rates of change from graph slopes. TSW compare rates of change for multiple variables shown on from graphs.	
Assessments: Topic 2 Test Lab: Density Graphs	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports

General Brown Central School District
Curriculum Map

	Castle Learning Graphing Exercises

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 5 days	Unit/Theme 3a – Mapping Earth: *Earth Model*
Essential Questions: How do we know Earth is a sphere? What are the properties of Earth's three surface layers? What are the uses of the latitude-longitude system?	
NYS Standards:	Vocabulary: Altitude Atmosphere Hydrosphere Latitude Lithosphere Longitude Polaris Prime meridian
Student Objectives (The student will…): TSW explain how certain evidence indicates that Earth has a spherical shape. TSW compare key properties of Earth's three surface layers. TSW describe how latitude and longitude of a location can be determined.	
Assessments: Topic 3a Test Lab: Shipwrecks of Lake Ontario Ext Lab: Tp 3a Overview	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints

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	Student Notes Worksheets, etc Lab reports *Castle Learning*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 10 days	Unit/Theme 3b – Mapping Earth: *Field Mapping*
Essential Questions: How do field maps show patterns of change over an area? How are gradients (rates of change) determined from a field map? How are profiles constructed using a field map?	
NYS Standards:	Vocabulary: Contour Interval Contour Line Gradient Iso- Isoline Topographic
Student Objectives (The student will…): TSW demonstrate the ability to derive and interpret information from a field map. TSW determine rates of change between points on a field map. TSW construct profiles showing patterns of change in field quantities.	
Assessments: Topic 3b Test Labs: Contour Mapping / Field Mapping Ext Labs: Topo Maps	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc

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	Lab reports *Castle Learning* Field Mapping Exercises

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 10 days	Unit/Theme 4a – Astronomy: *The Sun's Changing Path*
Essential Questions: What paths do stars appear to follow across the night sky when viewed from different locations on Earth? What is the annual pattern of change shown by the daily path of the Sun at different locations on Earth? How does the position of Earth in its orbit relate to the apparent path of the Sun across the sky?	
NYS Standards: HS-ESS1-4	Vocabulary: Altitude Apparent Celestial Equinox Horizon Meridian Solstice Tropic Zenith
Student Objectives (The student will…): TSW explain how the apparent paths of the stars vary over time and at different locations. TSW predict the daily path of the Sun for various locations across Earth's surface on a variety of days through the year. TSW identify the orbital positions of Earth at which a variety of daily solar paths would be observed.	
Assessments: Topic 4a Test Quiz: Celestial Coordinates Lab: Changing Path of the Sun Ext Lab: Sun's Path	
Recommended Texts:	Resources:

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Text: *The Physical Setting – Earth Science*	PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 12 days	Unit/Theme 4b – Astronomy: *The Solar System*

Essential Questions:

How do observed motions of the planets relate to actual motions?

How does Earth's rotation create observable forces on the planet's surface?

Why did the heliocentric model of the Solar System replace the geocentric model?

How do the forces and energies involved determine the mechanics of planetary orbits?

How is our system of measuring time related to Earth's motions?

NYS Standards: HS-ESS1-4	Vocabulary: Aphelion Eccentricity Epicycle Foucault Pendulum Geocentric Major axis Retrograde Rotation Coriolis effect Elliptical Focal distance Focus / Foci Heliocentric Perihelion Revolution

Student Objectives (The student will…):

TSW explain how the orbital motions of the planets, combined with Earth's motions, produce the observed paths of the planets across Earth's sky.
TSW explain how Earth's rotation causes certain observable phenomena on Earth's surface.
TSW identify the ways in which the heliocentric theory provides a better explanation of observed phenomena than the geocentric theory.
TSW describe how the interactions of forces and energies determine the orbital motions of a planet.
TSW describe how key motions of Earth are related to the units of time based on those motions.

Assessments: Topic 4b Test Quiz: Orbits Labs: Planetary Orbits / Solar System Data Chart	

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Recommended Texts:	Resources:
Text: *The Physical Setting – Earth Science*	PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning* Video: *Cosmic Voyage*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 8 days	Unit/Theme 4c – Astronomy: *Modern Astronomy*

Essential Questions:
How are objects in the Solar System classified?

How does the classification of stars result from our understanding of stellar evolution?

On what is our current understanding of the evolution and structure of the Universe based?

NYS Standards:	Vocabulary:
HS-ESS1-1 HS-ESS1-2 HS-ESS1-3	Asteroid Blue Shift Cosmic Background Radiation Jovian Main Sequence Meteorite Neutron Star Planet Red (Super)Giant Supernova White Dwarf Big Bang Black Hole Galaxy Luminosity Meteor Nebula Nuclear fusion Red Shift Star Terrestrial

Student Objectives (The student will…):
TSW identify the factors used to classify objects in the Solar System.

TSW relate the various types of stars to stages of stellar evolution.

TSW explain how our understanding of the evolution and current structure of the Universe has developed from key evidence compiled over the past century.

Assessments:	
Topic 4c Test Quiz: H-R Diagram	

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Lab: Stars of the Northern Sky	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 7-8 days	Unit/Theme 5a – Meteorology: *Solar Radiation*
Essential Questions: In what ways does the changing path of the Sun in our sky influence our seasons? How can we use radiative balance to predict maximum and minimum temperatures? How does the Earth's atmosphere affect radiation from the Sun and Earth?	
NYS Standards: HS-ESS2-4 HS-ESS3-5 HS-ETS1-2	Vocabulary: Aerosol Deficit Duration Greenhouse Effect Ice age Insolation Intensity Ozone Radiative Balance Reradiation Surplus
Student Objectives (The student will…): TSW summarize how and why the insolation reaching the Earth's surface varies during the year. TSW summarize how the atmosphere interacts with various forms of radiation. TSW predict how environmental changes (eruptions, pollution, etc.) could influence Earth's climate.	
Assessments: Topic 5a Test Quiz: Insolation Factors Lab: Duration of Insolation	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints

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	Student Notes Worksheets, etc Lab reports *Castle Learning* Video: *Stellar Evolution*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 7 days	Unit/Theme 5b – Meteorology: *Weather Basics*
Essential Questions: How do changes in temperature affect barometric pressure, and relative humidity? What instruments are used to measure key weather variables? How do clouds form (in detail)?	
NYS Standards: HS-ESS2-8	Vocabulary: Anemometer, Barometric Pressure, Cloudbase, Condensation, Condensation Nuclei, Dewpoint, Evaporation, Humidity, Hygrometer, Psychrometer, Relative Humidity, Saturated, Sublimation, Transparency, Transpiration, Wind
Student Objectives (The student will…): TSW predict how pressure, temperature, and relative humidity will change during a typical day. TSW describe the name and function of meteorological instruments (thermometer, barometer, anemometer, sling psychrometer, etc.). TSW summarize the process of cloud formation and precipitation.	
Assessments: Topic 5b Test Labs: Dew Point & Relative Humidity / Weather Instruments	

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Ext Labs: Dew Pts + RH / Temperature + Pressure Conversions	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 3 days	Unit/Theme 5c – Meteorology: *Weather Maps*
Essential Questions: How are weather variables represented on station models? What does the pressure trend tell you? How are high or low gradients visible on weather maps?	
NYS Standards: HS-ESS2-8	Vocabulary: Knots Pressure Conversion Station model Trend
Student Objectives (The student will…): TSW interpret the information contained on a station model diagram. TSW calculate the previous barometric pressure of a location based upon a station model. TSW recognize the patterns associated with areas of high and low pressure gradients on a weather map.	
Assessments:	

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Quiz on Station Models	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning* Internet: NWS, Accuweather

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 10 days	Unit/Theme 5d – Meteorology: *Weather Systems*

Essential Questions:

What are the similarities and differences of the four types of fronts?

How are storm tracks used to forecast the weather?

How are mid-latitude cyclones formed?

NYS Standards: HS-ESS2-8	Vocabulary: Air mass Cold front Convection cell High Pressure Low Pressure Mid-latitude Cyclone Source region Storm track Tropical storm Anticyclone Continental Eye Hurricane Maritime Occluded front Stationary front Tornado Warm front

Student Objectives (The student will…):

TSW describe the temperature, humidity, and precipitation patterns found in the four fronts.

TSW infer the path of a weather system based upon knowledge of storm tracks.

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Assessment: Topic 5d Test Labs: Isobaric Map / Weather Graph	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning* Internet: NWS, Accuweather

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 8 days + 6 lab sessions for Moon, Tides, Ocean Currents	Unit/Theme 6a – Climate: *Climate Factors*

Essential Questions:
What factors are used to define the climate of a region?
How do geographic factors affect the climate of a region?
How are coastal wind patterns determined by the differing specific heats of land and water?
How are climate and weather flow affected by patterns of atmospheric circulation?
How are tidal cycles related to lunar cycles?
How do wind-driven surface ocean currents affect climates?

NYS Standards: HS-ESS1-7 HS-ESS2-2 HS-ESS3-3 HS-ESS3-4 HS-ESS3-6 HS-ETS1-1 HS-ETS1-3 HS-ETS1-4	Vocabulary: Climate Convergence Divergence Heat island Lunar Phase Neap Tide Onshore Prevailing Rain shadow Range Spring Tide Tidal Bulge Trade winds

Student Objectives (The student will…):
TSW identify the factors used to define a region's climate.
TSW describe the effect of key geographic features on a region's climate.
TSW summarize how an onshore or offshore wind develops due to temperature and pressure differences.
TSW explain the relation between atmospheric circulation and climate patterns.
TSW describe patterns of weather flow resulting from atmospheric circulation.
TSW identify the relation between tidal cycles and phases of the Moon.
TSW describe the effect of ocean currents on climate patterns.

Assessments:	

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Topic 6a Test Labs: Land and Water / Climate Analysis / Climate Factors / Adiabatic Change / The Moon / Tides / Surface Ocean Currents Ext Lab: Climate Zones	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: Text PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning* Video: *If There Were No Moon*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 7 days	Unit/Theme 6b – Climate: *Soils*

Essential Questions:

How is precipitation falling on a land area affected by surface characteristics?

What factors determine how moisture will move through a soil layer, and what effect does each have?

How do moisture zones in the soil shift as the amount of precipitation changes?

NYS Standards: HS-ESS3-2	Vocabulary: Adhesion Capillary fringe Cohesion Impermeable Packing Porosity Runoff Sorted / Unsorted Water table Capillary action Capillary water Groundwater Infiltration Permeability Saturation Water cycle Zone of aeration

Student Objectives (The student will…):

TSW describe the effect of surface characteristics of a land area on precipitation.

TSW explain the effect of various factors on moisture moving through a layer of soil.

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TSW identify the moisture zones found in a soil layer and describe the effect of precipitation on the positions of the zones.	
Assessments: Topic 6b Test Quiz: Soil Relationships Lab: Soil Factors	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 8 days	Unit/Theme 7 – Earth's Changing Surface
Essential Questions: What are weathering, erosion, and deposition In terms of erosion and deposition due to velocity patterns describe the formation of an oxbow lake. How do different agents of erosion vary in terms of size of particles moved, shape of particles resulting, and deposition pattern?	
NYS Standards: HS-ESS2-1 HS-ESS2-2 HS-ESS2-5	Vocabulary: Base flow Cross bedding Discharge Drumlin Frost action Glacier Humus Ion Oxbow lake Residual Topsoil Vertical Sorting Channel Deposition Drainage basin Erosion Frosted Horizontal Sorting Insoluble / Soluble Meander Reactive Striations Tributary Weathering
Student Objectives (The student will…): TSW compare and contrast weathering, erosion, and deposition. TSW predict the future development of a stream channel based on flow patterns that have been studied. TSW classify particles as being transported by air, wind, water, glaciers, or gravity	

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Assessments: Topic 7 Test	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning*
Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 12 days	Unit/Theme 8 – Rocks and Minerals
Essential Questions: Describe how material can move to different stages of the rock cycle. What is a mineral and by what properties are they identified? What properties are used to classify igneous, sedimentary, and metamorphic rocks?	
NYS Standards: HS-ESS2-3 HS-ESS3-2	Vocabulary: Banding Clastic / Bioclastic Compaction Crystal lattice Evaporate Foliations Fracture Igneous Intrusive Lithified Mafic Metamorphic Molten Precipitate Sedimentary Stratified Tetrahedron Cementation Cleavage Contact Crystallization Felsic Fossil Hardness Inorganic Extrusive Luster Magma / Lava Mineral Poly- / Mono- mineralic Regional Specific gravity Streak
Student Objectives (The student will…):	

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TSW interpret the rock cycle diagram in the ESRTs to describe the processes involved in the formation of different rock types. TSW identify minerals bases upon observed physical properties (lab). TSW classify rocks based upon observed physical properties (lab).	
Assessments: Topic 8 Test Quiz: Minerals Quiz: Igneous Rock Chart Labs: Mineral Identification / Rock Classification / Rock Charts Ext Lab: Specific Gravity	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 5 days	Unit/Theme 9a – Planetary Geology: *Seismology*
Essential Questions: What factors determine the strength of an earthquake? How is the strength of an earthquake measured? How can seismic waves be used to determine the location of an earthquake's epicenter? How do seismic waves indicate the structure and composition of Earth's interior? How does the interaction of temperature and pressure determine the properties of Earth's interior?	
NYS Standards: HS-ESS1-6 HS-ESS2-3	Vocabulary: Amplitude Arrival-time Asthenosphere Compressional Core Crust Earthquake Epicenter Fault Focus Intensity Scale Lag-time Magnitude scale Mantle Moho Origin-time Plastic Richter Scale Seismic waves (S, P, L) Seismograph Shadow zone Transverse Triangulate

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Student Objectives (The student will…):
TSW identify the effects of various factors on the strength of an earthquake. TSW use Richter scale readings to compare the strengths and predict the effects of various earthquakes. TSW demonstrate the ability to locate an earthquake's epicenter and determine its origin time from seismic data. TSW explain how the structure of Earth's interior is derived from evidence provided by seismic data. TSW use patterns of change in temperature and pressure to explain the properties of Earth's interior.

Assessments:	
Topic 9 Test Lab: Epicenter Plots Ext Lab: Seismic Wave Graph	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning* Internet: Seismic Data

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 10 days	Unit/Theme 9b – Planetary Geology: *Plate Tectonics*

Essential Questions:
What factors determine the strength of an earthquake? How is the strength of an earthquake measured? How can seismic waves be used to determine the location of an earthquake's epicenter? How do seismic waves indicate the structure and composition of Earth's interior? How does the interaction of temperature and pressure determine the properties of Earth's interior?

NYS Standards:	Vocabulary:	
HS-ESS1-5 HS-ESS1-6 HS-ESS2-1	Continental Drift Correlation Fossil Mid-ocean ridge Plate tectonics Seafloor Spreading Transform Boundary	Convergent Boundary Divergent Boundary Mantle Convection Pangea Rift valley Subduction zone Trench

Student Objectives (The student will…):
TSW delineate evidence for continental drift.

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TSW describe plate tectonic theory in terms of convection, subduction, divergence, and convergence. TSW describe the relationships between various surface features and the types of plate boundaries where those features are found. TSW identify zones of geologic activity and explain the relationship of those zones to the various types of plate boundaries.	
Assessments: Topic 9 Test	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 8 days	Unit/Theme 10a – Geologic History: *Interpreting the Evidence*
Essential Questions: How can the absolute age of igneous rocks be determined? How can the relative age of rocks be determined? What properties describe an index fossil?	
NYS Standards: HS-ESS2-6	Vocabulary: Absolute Dating Contact Metamorphism Correlation Daughter Element Half-life Igneous Extrusion Igneous Intrusion Index Fossil Outcrop Parent Element Radioactive Decay

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	Radioactive Isotope — Radiocarbon Dating Relative Dating — Unconformity Original Horizontality — Superposition Uniformitarianism
Student Objectives (The student will…): TSW interpret a graph of parent vs. daughter element to determine the number of half lives that have occurred. TSW determine the relative ages of rock layers and structures as portrayed in diagrams of regional bedrock. TSW describe the characteristics that make a 'good' index fossil.	
Assessments: Topic 10 Test Quiz: Relative Dating Lab: Geologic Correlation	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: Text PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 7 days	Unit/Theme 10b – Geologic History: *History of Planet Earth*
Essential Questions: How can the movement of tectonic plates provide explanation of events from Earth's geologic history? How has geologic time been divided into distinct segments?	
NYS Standards: HS-ESS2-6 HS-ESS2-7	Vocabulary: Eon/Era/Period/Epoch Evolutionary Development Mass Extinction Orogeny

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	Trilobite
Student Objectives (The student will…): TSW correlate geologic events that have occurred in Earth's past with the emergence or extinction of groups of organisms (using the ESRTs). TSW interpret the "Geologic History of New York State" chart in the ESRTs.	
Assessments: Topic 10 Test Lab: Geologic Corrrelation	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: Text PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning* Video: *Rise + Fall of the Great Lakes* Video: *The Day Earth Nearly Died*

Course Title: Earth Science	Prepared By: W. Covey & R. Jaspersohn
Time Frame: 4 days	Unit/Theme 10c – Geologic History: *Landscape Development*
Essential Questions: Describe how natural forces determine how a landscape develops. What determines how the drainage pattern of a stream forms? Compare and contrast the surface and bedrock features of plateaus, plains, and mountains.	
NYS Standards: HS-ESS1-6	Vocabulary: Annular Competence Distorted Bedrock Drainage Basin Free Face Block or Trellis Dendritic Divide Escarpment Glacial Abrasions

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	Glacial Trough	Hanging Valley
	Jointed Bedrock	Karst Landscape
	Mainstream	Moraine
	Mountains	Plains
	Plateau	Radial
	Relief	Resistance
	Topography	Tributary
	Watershed	

Student Objectives (The student will…):

TSW infer how a landscape will change over time if influenced by different agents of erosion.

TSW describe the situations which cause different stream patterns to develop.

TSW classify landscapes as mountain, plain, or plateaus based upon surface and bedrock characterisitics.

Assessments: Topic 10c Test Lab: New York Landscapes	
Recommended Texts: Text: *The Physical Setting – Earth Science*	Resources: Text PowerPoints Student Notes Worksheets, etc Lab reports *Castle Learning*

Course Title: Earth Science	Prepared By: W. Covey
Time Frame:	Unit/Theme
Essential Questions:	
NYS Standards:	Vocabulary:

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Student Objectives (The student will…):	
Assessments:	
Recommended Texts:	Resources:

Course Title: Earth Science	Prepared By: W. Covey
Time Frame:	Unit/Theme
Essential Questions:	
NYS Standards:	Vocabulary:

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Student Objectives (The student will…):	
Assessments:	
Recommended Texts:	Resources:

Course Title: Earth Science	Prepared By: W. Covey
Time Frame:	Unit/Theme
Essential Questions:	

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NYS Standards:	Vocabulary:
Student Objectives (The student will…):	
Assessments:	
Recommended Texts:	Resources:

Course Title: Earth Science	Prepared By: W. Covey
Time Frame:	Unit/Theme
Essential Questions:	

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NYS Standards:	Vocabulary:
Student Objectives (The student will…):	
Assessments:	
Recommended Texts:	Resources:

Course Title: Earth Science	Prepared By: W. Covey
Time Frame:	Unit/Theme
Essential Questions:	

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NYS Standards:	Vocabulary:
Student Objectives (The student will…):	
Assessments:	
Recommended Texts:	Resources:

Course Title: Earth Science	Prepared By: W. Covey
Time Frame:	Unit/Theme
Essential Questions:	

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NYS Standards:	Vocabulary:
Student Objectives (The student will…):	
Assessments:	
Recommended Texts:	Resources:

Course Title: Earth Science	Prepared By: W. Covey
Time Frame:	Unit/Theme
Essential Questions:	

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NYS Standards:	Vocabulary:
Student Objectives (The student will…):	
Assessments:	
Recommended Texts:	Resources:

Course Title: Earth Science	Prepared By: W. Covey
Time Frame:	Unit/Theme

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Essential Questions:	
NYS Standards:	Vocabulary:
Student Objectives (The student will…):	
Assessments:	
Recommended Texts:	Resources:

Course Title: Earth Science	Prepared By: W. Covey

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Time Frame:	Unit/Theme
Essential Questions:	
NYS Standards:	Vocabulary:
Student Objectives (The student will…):	
Assessments:	
Recommended Texts:	Resources: