

Components of Activity

Earth 33& Earth 34

WHAT THIS ACTIVITY IS ABOUT: This activity is about cross-cutting concepts in science.

Crosscutting Concepts represent common themes that span across science disciplines. These concepts identify universal properties and processes found in all the science disciplines.

INSTRUCTIONS:

1. Briefly scan through each paragraph before starting.

2. Carefully read the 1st paragraph. Underline and/or circle key ideas and words.

Circle either YES or NO for each of the cross-cutting concepts on that page that apply.

3. Carefully read the 2nd paragraph. Underline and/or circle key ideas and words.

Circle either YES or NO for each of the cross-cutting concepts on that page that apply

4. Return to the 1st paragraph. Write a brief response for each cross cutting concept marked YES.

At bottom of page, circle the number of the cross-cutting concept which BEST fits the paragraph.

5. Return to the 2nd paragraph. Write a brief response for each cross cutting concept marked YES.

At bottom of page, circle the number of the cross-cutting concept which BEST fits the paragraph.

6. At the bottom of each page, describe WHY you selected that cross-cutting concept as the BEST fit.

7. Complete a VENN diagram on the back page for the two topic paragraphs.

8. Write a 50 word essay. Summarizing your discoveries, ideas, and conclusions about the paragraphs.

Earth 33 Erosion, Weather & Climate

Weather plays a large part in creating the valley and mountains that we see today. Snow, rain, and wind are large factors in the continued erosion, creating deeper mountain canyons, new creeks, wider rivers, filled-in lakes and determining the type of vegetation and animals that can exist here. Climate too has an impact on erosion – although over longer periods of time. There have been at least five major ice ages in the Earth’s history. During such periods of large-scale glaciations (lasting several million years, each), Earth’s surface has been drastically reshaped – even the features of entire continents. (topic) Does this paragraph mention, describe, imply, refer to, or convey:

1. (YES) (NO) any **patterns**?
in what way >> _____

2. (YES) (NO) any **cause and effect**?
in what way >> _____

3. (YES) (NO) a **quantity, numeric scale, or proportion**?
in what way >> _____

4. (YES) (NO) a **system, or organized structure**?
in what way >> _____

5. (YES) (NO) about **energy or matter**? (*Especially flows, cycles, and conservation*)?
in what way >> _____

6. (YES) (NO) the **structure or function** of something?
in what way >> _____

7. (YES) (NO) concepts of **stability and/or change**?
in what way >> _____

Circle the number which BEST represents the paragraph? (1) (2) (3) (4) (5) (6) (7).
Why did you choose this number? >> _____

Earth 34 The Life of a River

A river is a natural flowing watercourse, usually freshwater, flowing towards an ocean, sea, lake or another river. In some cases a river flows into the ground and becomes dry at the end of its course without reaching another body of water. Nearly all rivers have an upper, middle, and lower course (stages in the life of a river). The upper course is the beginning of a river – when it flows quickly with a lot of energy. The middle course is when the river gets wide and slows down. Rivers often meander (following a winding path) along their middle course. When a river reaches the end of its journey, it is at the lower course – an old river. At the mouth, there is often a river delta (a large silty area where the river splits into many different slow moving channels with muddy banks). (topic) Does this paragraph mention, describe, imply, refer to, or convey:

1. (YES) (NO) any **patterns?**
in what way >> _____

2. (YES) (NO) any **cause and effect?**
in what way >> _____

3. (YES) (NO) a **quantity, numeric scale, or proportion?**
in what way >> _____

4. (YES) (NO) a **system, or organized structure?**
in what way >> _____

5. (YES) (NO) about **energy or matter?** (*Especially flows, cycles, and conservation?*)
in what way >> _____

6. (YES) (NO) the **structure or function** of something?
in what way >> _____

7. (YES) (NO) concepts of **stability and/or change?**
in what way >> _____

Circle the number which BEST represents the paragraph? (1) (2) (3) (4) (5) (6) (7).
Why did you choose this number? >> _____
