

# Layered Earth Geology Correlations For Alaska State Science Standards



<b>Middle School: Grades 5-8</b>		<b>Lesson Plans</b>
<b>Grade 5</b> 1.1	Observing a model of the rock cycle showing that smaller rocks come from the breaking and weathering of larger rocks and that smaller rocks (e.g., sediments and sands) may combine with plant materials to form soils	C1-4
2.1	Describing how wind and water tear down and build up the Earth's surface resulting in new land formations (i.e., deltas, moraines, and canyons)	D1-4
<b>Grade 6</b> 1.1	Exploring the rock cycle and its relationship to igneous, metamorphic, and sedimentary rocks	C2-3
2.1	Describing the formation and composition (i.e., sand, silt, clay, organics) of soils	C4
2.2	Identifying and describing its layers (i.e., crust, mantle, core)	A2
2.3	Describing how the surface can change rapidly as a result of geological activities (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, avalanches)	B3, E1, F1
<b>Grade 7</b> 2.2	Describing how the movement of the tectonic plates results in both slow changes (e.g., formation of mountains, ocean floors, and basins) and short-term events (e.g., volcanic eruptions, seismic waves, and earthquakes) on the surface	B1-3
<b>Grade 8</b> 1.1	Making connections between components of the locally observable geologic environment and the rock cycle	C2
2.2	Using models to show the relationship between convection currents within the mantle and the large-scale movement of the surface	B3
<b>High School: Grades 9-12</b>		<b>Lesson Plans</b>
<b>Grade 10</b> 1.1	Using a model to explain the processes (i.e., formation, sedimentation, erosion, reformation) of the rock cycle	C2
2.1	Recognizing the dynamic interaction of erosion and deposition including human causes	D1-4
2.2	Describing how the theory of plate tectonics explains the dynamic nature of its surface	B1-3
<b>Grade 11</b> 1.1	Creating a model to demonstrate the rock cycle	C2