Rockwall ISD Earth & Space Science Year-at-a-Glance

	Term 1	Term 2	Term 3	Term 4
Focus TEKS ESSENTIAL	Unit 1 1A, 1C, 2A, 2B, 2C, 2D, 2E, 2H, 3A, 3D, 3E Unit 2 *1A-3F,* 2I, 4A, 4B, 4C, 5A, 5B, 7C Unit 3 *1A-3F,* 5C, 5D, 5E, 5F, 7B Unit 4 *1A-3F,* 13C, 14B, 15A, 15D, 15E	Unit 5 *1A-3F,* 6A, 6B, 6C, 9D, 13D Unit 6 *1A-3F,* 7A, 7C, 8A, 8B, 8C, 13F, 15B	Unit 7 *1A-3F,* 9A, 9B, 9C, 10B, 12A, 12B, 12C, 12D Unit 8 *1A-3F,* 6D, 9A, 9B, 9C, 10A, 10B, 10C, 10D, 10E, 10F	Unit 9 *1A-3F,* 11A, 11B, 11C, 11D, 11E Unit 10 *1A-3F,* 13A, 13B, 13D, 13E, 14A, 14C, 15A, 15C, 15E
Topic Focus	Unit 1 Lab Safety & Processes Unit 2 Peering into the Universe Unit 3 Exploring our Solar System Unit 4 Earth's Atmosphere	Unit 5 Earth is a Habitable Planet Unit 6 Fossil Record and Evolution	Unit 7 Journey to the Center of the Earth Unit 8 The Dynamic Earth: Plate Tectonic Process	Unit 9 Earth's Changing Surface Unit 10 Earth's Hydrosphere
Resources	Unit 1 Unit 1 Unit 2 Unit 3 Unit 3 Unit 2 Unit 4 Unit 13 Unit 14	Unit 5 Unit 5 Unit 6 Unit 4	Unit 7 Unit 7 Unit 8 Unit 8 Unit 6	Unit 9 Unit 9 Unit 10 Unit 11 Unit 10 Unit 12
Key Concepts	Unit 1 • Review the definition of science, hypothesis, theory, and law • Reteach basic algebra and practice using scientific notation, sig figs, and SI units (especially when reading lab equipment) • Explore careers and collaboration among scientists in Earth and Space Sciences	Unit 5 • Life requires certain conditions to exist. • The atmosphere, hydrosphere, and geosphere on Earth create an environment conducive to life. • These characteristics are different for Earth when compared to other planets in our solar system.	Unit 7 • Differentiate between the layers of Earth's interior by evaluating density and heat transfer. • Evaluate Earth's subsystems in terms of radiation, convection, and conduction and include the role of heat transfer in plate tectonics, volcanism, ocean circulation, weather, and climate.	Unit 9 • Students will explain that the earth's surface is constantly changing because of natural forces inside the earth and natural and manmade causes on the earth's surface. • Students will distinguish between natural and manmade forces that shape the earth's surface. (Natural forces that shape the earth's

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	Unit 2 • Evidence for the expansion of the universe • Use of electromagnetic spectrum to study light and stars composition Unit 3 • The Solar System is the gravitationally bound system of the Sun and the objects that orbit it, either directly or indirectly Unit 4 • Students are expected to describe the layers of the atmosphere, differentiate between the layers based on temperature, and explain the significance of the layers and the boundaries between them	Unit 6 • Evaluate relative dating methods using original horizontality, rock superposition, lateral continuity, cross-cutting relationships, unconformities, index fossils, and biozones based on fossil succession to determine chronological order. • Analyze and evaluate a variety of fossil types such as transitional fossils, proposed transitional fossils, fossil lineages, and significant fossil deposits with regard to their appearance, completeness, and alignment with scientific explanations in light of this fossil data.	Unit 8 • Students will distinguish between boundary types and formation of structures • Students will be able to explain how plate tectonics explain the distribution of natural resources, including some metal ores associated with hydrothermal vents found at mid-ocean ridges or brought to the surface by volcanic activity.	surface: volcanoes, earthquakes, erosion, weathering, animals, and plants. Anthropogenic causes that shape the earth's surface: agriculture, mining, pollution, construction, harvesting of natural resources, etc.) • Students will identify, compare, and contrast the various landforms that make up the earth's surface. Unit 10 • The student knows that the fluid Earth is composed of the hydrosphere, cryosphere, and atmosphere subsystems that interact on various time scales with the biosphere and geosphere. • The student knows that Earth's global ocean stores solar energy and is a major driving force for weather and climate through complex atmospheric interactions. • The student knows that interactions among Earth's five subsystems influence climate and resource availability, which affect Earth's habitability