GPS Standards:

- **S6E3 a** - Student will understand that a large surface of earth is water, consisting of oceans, rivers, lakes, underground water and ice.
- **S6E3b** – Students will relate various atmospheric conditions to stages of the water cycle
- **S6E3c** - Student will describe the composition location and subsurface topography of the world’s oceans
- **S6E3d** – Students will example the causes of waves, currents, and tides

Resources: (Textbook – Chapter 18 and 19. Books from library, Internet)

Book Contents:

Table of Contents

Page 1 – Create and label an illustration of Earth showing continents and oceans (pg. 273). What percentage of land and water is on earth? Compare the oceans by size and depths (Books or Internet)

Page 2 - Describe and illustrate how oceans form. What are the characteristics of ocean water? (pg. 515) Complete Section Review 517.

Page 3 – Describe and illustrate the steps of the water cycle (pg. 437).

Page 4 – Illustrate, describe and label the ocean floor (pg. 543). What minerals are found on the seafloor? (pg. 545-547) Complete Section Review p. 547.

Page 5- Complete Lab on p.548.

Page 6 – Create a Venn Diagram that compares and contrasts causes of waves, currents and tides (Currents – pg. 518-523, Waves and tides – pg. 524-530).

Page 7 – What is ocean pollution? Make a pie chart to show the percentage and types of ocean pollution. (pg. 557-561)

Presentation:
Write a campaign speech outlining the sources of ocean pollution and the solutions you propose to remedy the problem. Be ready to share campaign speeches.
# Exploring the Oceans

<table>
<thead>
<tr>
<th>Measurement Topic: Earth’s Water</th>
<th>3-Meets</th>
<th>2-Progressing</th>
<th>1-Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element S6E3a</strong> (Page 1 and 2)</td>
<td>The student meets the standard by explaining that a large portion of the Earth’s surface is water, consisting of oceans, rivers, lakes, underground water, and ice. <strong>Criteria:</strong> All required information is accurate.</td>
<td>The student shows limited progress toward the standard by explaining that a large portion of the Earth’s surface is water, consisting of oceans, rivers, lakes, underground water, and ice with partial accuracy. <strong>Criteria:</strong> Most of the required information is accurate.</td>
<td>The student shows minimal progress toward the standard by not or incorrectly explaining that a large portion of the Earth’s surface is water, consisting of oceans, rivers, lakes, underground water, and ice. <strong>Criteria:</strong> Does not include or incorrectly identifies required information.</td>
</tr>
<tr>
<td><strong>Element S6E3b</strong> (Page 3)</td>
<td>The student meets the standard by accurately relating various atmospheric conditions to stages of the water cycle. <strong>Criteria:</strong> All required information is accurate.</td>
<td>The student shows limited progress toward the standard by relating various atmospheric conditions to stages of the water cycle with partial accuracy. <strong>Criteria:</strong> Most of the required information is accurate.</td>
<td>The student shows minimal progress toward the standard by not or incorrectly relating various atmospheric conditions to stages of the water cycle. <strong>Criteria:</strong> Does not include or incorrectly identifies required information.</td>
</tr>
<tr>
<td><strong>Element S6E3c</strong> (Page 4 and 5)</td>
<td>The student meets the standard by describing the composition, location, and subsurface topography of the world’s oceans accurately. <strong>Criteria:</strong> All required information is accurate.</td>
<td>The student shows limited progress toward the standard by describing the composition, location, and subsurface topography of the world’s oceans with partial accuracy. <strong>Criteria:</strong> Most of the required information is accurate.</td>
<td>The student shows minimal progress toward the standard by not or incorrectly describing the composition, location, and subsurface topography of the world’s oceans. <strong>Criteria:</strong> Does not include or incorrectly identifies required information.</td>
</tr>
<tr>
<td><strong>Element S6E3d</strong> (Page 6)</td>
<td>The student meets the standard by explaining the causes of waves, currents, and tides accurately. <strong>Criteria:</strong> All required information is accurate.</td>
<td>The student shows limited progress toward the standard by explaining the causes of waves, currents, and tides with partial accuracy. <strong>Criteria:</strong> Most of the required information is accurate.</td>
<td>The student shows minimal progress toward the standard by not or incorrectly explaining the causes of waves, currents, and tides. <strong>Criteria:</strong> Does not include or incorrectly identifies required information.</td>
</tr>
</tbody>
</table>
| Characteristics of Science:  
SS8C56 (title only)  
Common Core:  
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
(full standard)  
(Page 7 and Presentation) | The student meets the standard by accurately communicating scientific ideas and activities clearly.  
| The student shows limited progress toward the standard by communicating scientific ideas and activities clearly with partial accuracy.  
| The student shows minimal progress toward the standard by not or inadequately communicating scientific ideas and activities clearly.  

Comments: