



## Middle School Earth and Space Science Curriculum Map

### Unit 1 – Lab Skills

1-1	Lab Equipment
1-2	Safety
1-3	Lab Procedures
1-4	Making Observations
1-5	Measuring
1-6	Planning an Investigation
1-7	Reporting

### Unit 2 – Our Solar System

2-1	<b>The Planets of Our Solar System</b> <ul style="list-style-type: none"><li>• <i>MS-ESS1-2</i> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</li><li>• <i>MS-ESS1-3</i> Analyze and interpret data to determine scale properties of objects in the solar system.</li></ul>
2-2	<b>The Sun</b> <ul style="list-style-type: none"><li>• <i>MS-ESS1-2</i> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</li><li>• <i>MS-ESS1-3</i> Analyze and interpret data to determine scale properties of objects in the solar system.</li></ul>
2-3	<b>Stars</b> <ul style="list-style-type: none"><li>• <i>MS-ESS1-2</i> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</li><li>• <i>MS-ESS1-3</i> Analyze and interpret data to determine scale properties of objects in the solar system.</li></ul>

<p><b>2-4</b></p>	<p><b>Life Cycle of a Star</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-2</i> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</li> </ul>
<p><b>2-5</b></p>	<p><b>Constellations</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-1</i> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li> <li>• <i>MS-ESS1-3</i> Analyze and interpret data to determine scale properties of objects in the solar system.</li> </ul>
<p><b>2-6</b></p>	<p><b>Galaxies</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-2</i> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</li> <li>• <i>MS-ESS1-3</i> Analyze and interpret data to determine scale properties of objects in the solar system.</li> </ul>
<p><b>2-7</b></p>	<p><b>Asteroids, Comets, and Meteors</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-2</i> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</li> <li>• <i>MS-ESS1-3</i> Analyze and interpret data to determine scale properties of objects in the solar system.</li> </ul>
<p><b>2-8</b></p>	<p><b>The Big Bang</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-2</i> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</li> </ul>
<p><b>2-9</b></p>	<p><b>Conditions for Life</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-1</i> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li> </ul>
<p><b>2-10</b></p>	<p><b>Discovering Other Planets</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-3</i> Analyze and interpret data to determine scale properties of objects in the solar system.</li> </ul>

## Unit 3 – Planet Earth

<p><b>3-1</b></p>	<p><b>Earth’s Place in the Solar System</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-1</i> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li> <li>• <i>MS-ESS1-3</i> Analyze and interpret data to determine scale properties of objects in the solar system.</li> </ul>
<p><b>3-2</b></p>	<p><b>Earth’s Rotation and Revolution</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-1</i> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li> <li>• <i>MS-ESS1-2</i> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</li> </ul>
<p><b>3-3</b></p>	<p><b>Day and Night</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-1</i> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li> </ul>
<p><b>3-4</b></p>	<p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-1</i> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li> </ul>
<p><b>3-5</b></p>	<p><b>The Moon</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-1</i> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li> <li>• <i>MS-ESS2-4</i> Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</li> </ul>
<p><b>3-6</b></p>	<p><b>Lunar Phases</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-1</i> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li> </ul>
<p><b>3-7</b></p>	<p><b>Eclipses</b></p> <ul style="list-style-type: none"> <li>• <i>MS-ESS1-1</i> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</li> </ul>

<p><b>3-8</b></p>	<p><b>Tides</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS1-2</b> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</li> <li>• <b>MS-ESS2-4</b> Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</li> </ul>
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## Unit 4 – Earth’s History

<p><b>4-1</b></p>	<p><b>The Formation of the Earth</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<p><b>4-2</b></p>	<p><b>Geological Time Scale</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS1-4</b> Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.</li> </ul>
<p><b>4-3</b></p>	<p><b>Early Life on Earth</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<p><b>4-4</b></p>	<p><b>Mass Extinction</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS1-4</b> Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.</li> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate</li> </ul>

	<p>motions.</p>
<b>4-5</b>	<p><b>Climate on Prehistoric Earth</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS1-4</b> Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<b>4-6</b>	<p><b>Types of Fossils</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS1-4</b> Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<b>4-7</b>	<p><b>The Fossil Record</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS1-4</b> Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<b>4-8</b>	<p><b>Relative and Absolute Dating</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS1-4</b> Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.</li> </ul>

## Unit 5 – Earth’s Materials and Systems

<b>5-1</b>	<p><b>The Structure of the Earth</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS1-3</b> Analyze and interpret data to determine scale properties of objects in</li> </ul>
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	<p>the solar system.</p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<b>5-2</b>	<p><b>The Earth's Crust</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<b>5-3</b>	<p><b>Plate Tectonics</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-1</b> Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</li> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<b>5-4</b>	<p><b>Convection</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-1</b> Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</li> </ul>
<b>5-5</b>	<p><b>Plate Boundaries</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<b>5-6</b>	<p><b>Continental Drift</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks,</li> </ul>

	continental shapes, and seafloor structures to provide evidence of the past plate motions.
<b>5-7</b>	<p><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> <li>• <b>MS-ESS3-3</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</li> </ul>
<b>5-8</b>	<p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> <li>• <b>MS-ESS3-3</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</li> </ul>
<b>5-9</b>	<p><b>Meteorites</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>

## Unit 6 – Earth’s Changing Surface

<b>6-1</b>	<p><b>Chemical Weathering</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-1</b> Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</li> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> </ul>
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<p><b>6-2</b></p>	<p><b>Physical Weathering</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-1</b> Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</li> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> </ul>
<p><b>6-3</b></p>	<p><b>Agents of Erosion</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-1</b> Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</li> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> <li>• <b>MS-ESS2-4</b> Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</li> </ul>
<p><b>6-4</b></p>	<p><b>The Erosion Cycle</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-1</b> Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</li> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> </ul>
<p><b>6-5</b></p>	<p><b>Rocks vs Minerals</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-1</b> Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</li> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> </ul>
<p><b>6-6</b></p>	<p><b>Classifying Rocks</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>
<p><b>6-7</b></p>	<p><b>The Rock Cycle</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-1</b> Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</li> <li>• <b>MS-ESS2-2</b> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> </ul>



6-8	<b>The Carbon Cycle</b> <ul style="list-style-type: none"> <li>• <i>MS-ESS2-1</i> Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</li> </ul>
6-9	<b>The Nitrogen Cycle</b> <ul style="list-style-type: none"> <li>• <i>MS-ESS2-1</i> Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</li> </ul>

## Unit 7 – Water and Earth’s Surface Processes

7-1	<b>The Hydrosphere</b> <ul style="list-style-type: none"> <li>• <i>MS-ESS2-2</i> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> <li>• <i>MS-ESS2-4</i> Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</li> </ul>
7-2	<b>Fresh vs. Saltwater</b> <ul style="list-style-type: none"> <li>• <i>MS-ESS2-4</i> Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</li> </ul>
7-3	<b>The Water Cycle</b> <ul style="list-style-type: none"> <li>• <i>MS-ESS2-1</i> Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</li> <li>• <i>MS-ESS2-2</i> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li> <li>• <i>MS-ESS2-4</i> Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</li> </ul>
7-4	<b>Water Movement and Earth’s Surface</b> <ul style="list-style-type: none"> <li>• <i>MS-ESS2-2</i> Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales</li> <li>• <i>MS-ESS2-3</i> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>MS-ESS2-4</b> Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</li> </ul>
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## Unit 8 – Weather and Climate

<b>8-1</b>	<p><b>The Atmosphere</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-5</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li> <li>• <b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</li> </ul>
<b>8-2</b>	<p><b>Atmospheric Gases</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-5</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li> <li>• <b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</li> </ul>
<b>8-3</b>	<p><b>Weather Patterns</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-5</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li> <li>• <b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</li> </ul>
<b>8-4</b>	<p><b>Cloud Formation</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-5</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li> <li>• <b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</li> </ul>

<p><b>8-5</b></p>	<p><b>Weather Hazards</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-5</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li> <li>• <b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</li> <li>• <b>MS-ESS3-3</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</li> </ul>
<p><b>8-6</b></p>	<p><b>Weather vs. Climate</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-5</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li> <li>• <b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</li> </ul>
<p><b>8-7</b></p>	<p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-5</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li> <li>• <b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</li> </ul>
<p><b>8-8</b></p>	<p><b>Climate, Wind and Ocean Currents</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-4</b> Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</li> <li>• <b>MS-ESS2-5</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li> <li>• <b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</li> </ul>
<p><b>8-9</b></p>	<p><b>Climate Change – Glacial and Interglacial Periods</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS2-5</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</li> <li>• <b>MS-ESS2-6</b> Develop and use a model to describe how unequal heating and</li> </ul>

	rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
<b>8-10</b>	<p><b>Effects of Climate Change</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-1</b> Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geosciences processes.</li> </ul>

## Unit 9 – Human Impact

<b>9-1</b>	<p><b>Earth’s Natural Resources</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-1</b> Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geosciences processes.</li> <li>• <b>MS-ESS3-4</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</li> </ul>
<b>9-2</b>	<p><b>Renewable and Non-Renewable Resources</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-1</b> Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geosciences processes.</li> </ul>
<b>9-3</b>	<p><b>Human Activities Affecting the Earth’s Surface</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-3</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</li> <li>• <b>MS-ESS3-4</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</li> </ul>
<b>9-4</b>	<p><b>Resource Extraction</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-4</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</li> </ul>

<p><b>9-5</b></p>	<p><b>Quarrying, Mining and Drilling</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-4</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</li> <li>• <b>MS-ESS3-5</b> Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</li> </ul>
<p><b>9-6</b></p>	<p><b>Water Pollution</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-3</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</li> <li>• <b>MS-ESS3-4</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</li> </ul>
<p><b>9-7</b></p>	<p><b>Air Pollution</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-3</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</li> <li>• <b>MS-ESS3-4</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</li> <li>• <b>MS-ESS3-5</b> Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</li> </ul>
<p><b>9-8</b></p>	<p><b>Acid Rain</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-4</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</li> <li>• <b>MS-ESS3-5</b> Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</li> </ul>
<p><b>9-9</b></p>	<p><b>Soil Erosion</b></p> <ul style="list-style-type: none"> <li>• <b>MS-ESS3-3</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</li> <li>• <b>MS-ESS3-4</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</li> </ul>