Clark-Pohlod
Earth Science

Name _____
Date _____ Class Period _____

Unit 1: Organizing Principles of Earth Science

Learning Targets Guide

Self Evaluation			Learning Targets	Date
I've got it! ☐	I've sort of got it. ☐	I don't get it. ☐	E2.1B: I can analyze the interactions between the major systems (geosphere, atmosphere, hydrosphere, biosphere) that make up the Earth.	
Example or Explain:				
I've got it! ☐	I've sort of got it. ☐	I don't get it. ☐	E2.1C: I can explain, using specific examples, how a change in one system affects other Earth Systems.	
Example or Explain:				
I've got it! ☐	I've sort of got it. ☐	I don't get it. ☐	E2.3A: I can explain how carbon exists in different forms such as limestone (rock), carbon dioxide (gas), carbonic acid (water), and animals (life within Earth systems) and how those forms can be beneficial or harmful to humans.	
Example or Explain:				
I've got it! ☐	I've sort of got it. ☐	I don't get it. ☐	E2.3c: I can explain how the nitrogen cycle is part of the Earth system.	
Example or Explain:				
I've got it! ☐	I've sort of got it. ☐	I don't get it. ☐	E2.3d: I can explain how carbon moves through the Earth system (including the geosphere) and how it may benefit (e.g., improve soils for agriculture) or harm (e.g., act as a pollutant) society.	
Example or Explain:				

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I've got it! ☐	I've sort of got it. ☐	I don't get it. ☐	E3.3B: I can explain why tectonic plates move using the concept of heat flowing through mantle convection, coupled with the cooling and sinking of aging ocean plates that result from their increased density.	

Example or Explain:

UNIT NOTES AND COMMENTS:

Big Idea: Processes, events and features on Earth result from energy transfer and movement of matter through interconnected Earth systems.