# Scope and Sequence

| Subject/Title of Unit | Grade | 6 Weeks | Estimated Time Frame (# of days) |
|---|---|---|---|
| Science<br>Natural Resources | Eighth | 4th Six Weeks | 2 Weeks |

| TEKS/Student Expectations | Examples/Specifications: |
|---|---|
| (1)<br><br>(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.<br><br>(3)<br><br>(C) represent the natural world using models and identify their limitations;<br><br>(14)<br><br>(A) predict land features resulting from gradual changes such as mountain building, beach erosion, land subsidence, and continental drift;<br><br>(B) analyze how natural or human events may have contributed to the extinction of some species; and<br><br>(C) describe how human activities have modified soil, water, and air quality. | 1 B 3 C- students need understand how to conserve natural resources and the limitations with some natural resources<br><br>14 A- explain how land and soil formation and how it is changed over time<br><br>14 C- have students explain how humans have and can change the soil, water, and air quality<br><br>14 B- students need to take what they have learned about natural resources and human activities to discuss why some species are extinct and why some species are on the path to extinction |
| **Language of Instruction:** | **Instructional Resources/Textbook Correlations:** |

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<tr>
<td>Land reclamation<br>Litter<br>Topsoil<br>Subsoil<br>Bedrock<br>Erosion<br>Desertification<br>Nutrient depletion<br>Crop rotation<br>Nitrogen cycle<br>Municipal solid waste<br>Leachate<br>Sanitary landfill<br>Incineration<br>Recycling</td>
<td>Biodegradable<br>Composting<br>Hazardous waste<br>Toxic<br>Explosive<br>Flammable<br>Corrosive<br>Radioactive<br>Air pollution<br>Emissions<br>Ozone<br>Acid rain<br>Ozone layer<br>Chloroflurocarbons<br>Water cycle</td>
<td>Evaporation<br>Condensation<br>Precipitation<br>Groundwater<br>Water pollution<br>Sewage<br>Scrubber<br>Catalytic converter</td>
<td>Prentice Hall Science Explorer Textbook and Guided Reading Workbook Chapter 12 and 13<br><br>Weblinks/Other Resources:</td>
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<td colspan="3">Evaluation/External Assessment/Local Assessment:</td>
<td>Best Instruction Timeline:</td>
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<td colspan="3">Teacher Test<br>Present why some species have become extinct</td>
<td>4 days- Land and Soil and how they are constantly changing<br>4 days- Air and Water Resources<br>2 days- Presenting ideas of how species have become extinct</td>
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