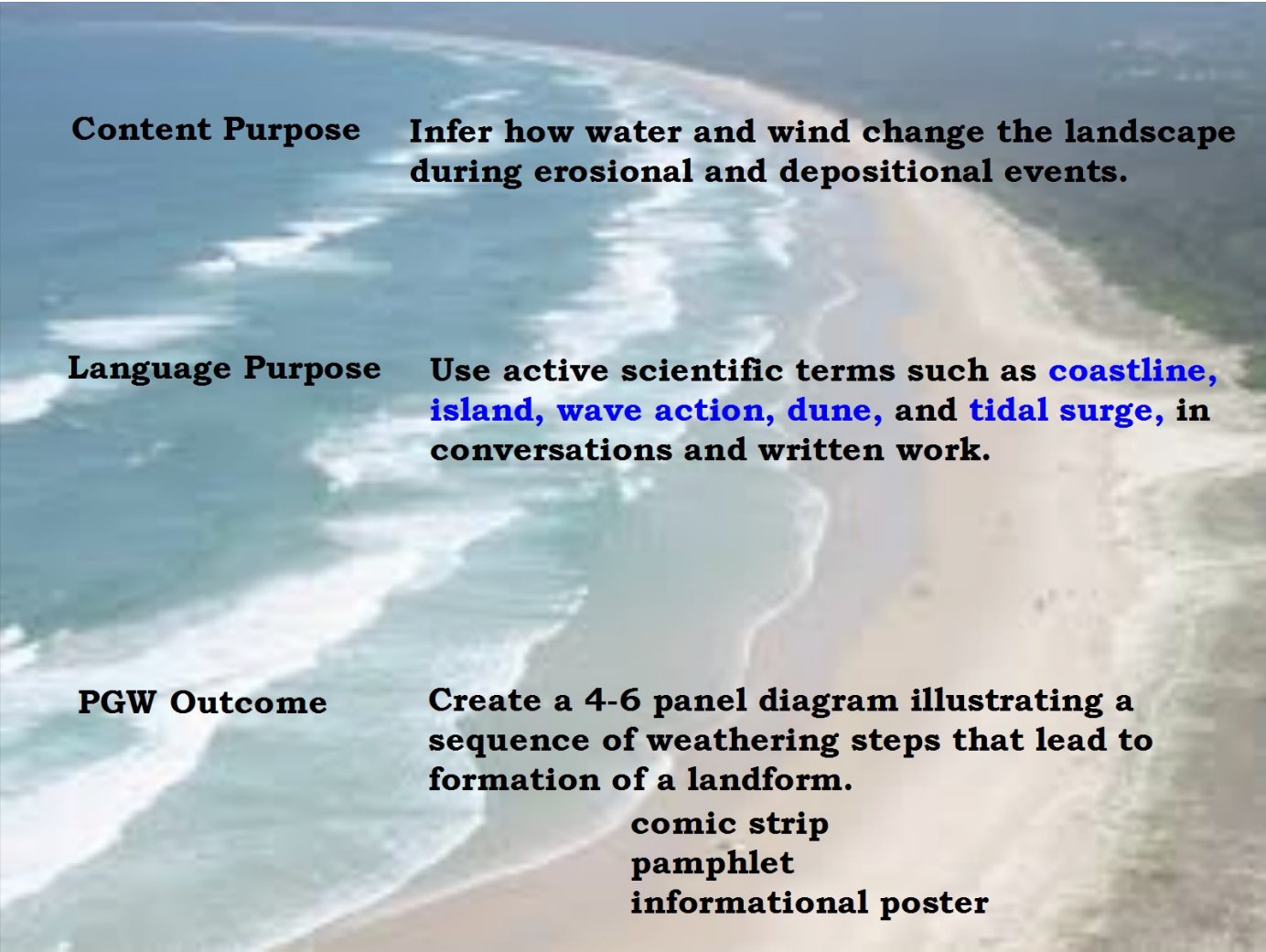


Day 7-8



Content Purpose Infer how water and wind change the landscape during erosional and depositional events.

Language Purpose Use active scientific terms such as **coastline**, **island**, **wave action**, **dune**, and **tidal surge**, in conversations and written work.

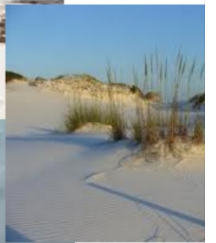
PGW Outcome Create a 4-6 panel diagram illustrating a sequence of weathering steps that lead to formation of a landform.

comic strip
pamphlet
informational poster

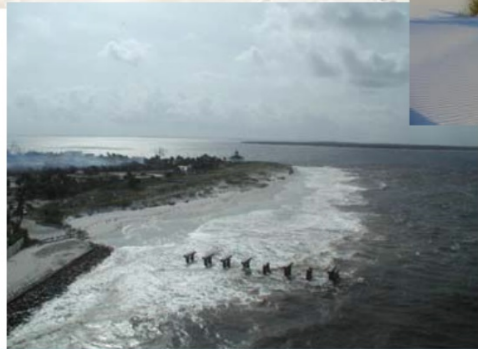
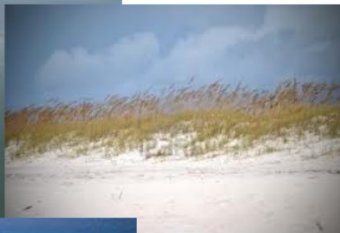
**There are 8 photos hidden behind the folder,
pull them out, discuss with your group, and form 4 pairs**

**why did you pair the pictures the way you did?
set #1, #2, #3, #4: give at least 2 justifications
for each**





BEFORE



AFTER





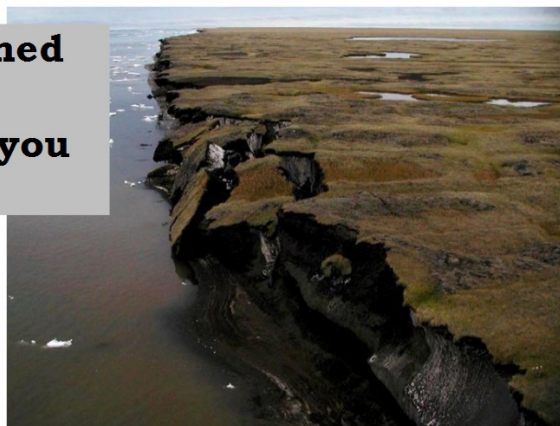
Bullet 3 observations, what is similar between these pictures?

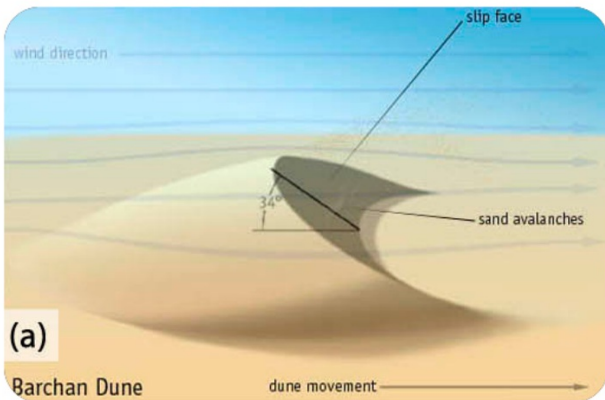


- 1.
- 2.
- 3.

Make an inference, what has happened to the land/ coastline?

Write 2 sentences: WHAT and WHY you think this:

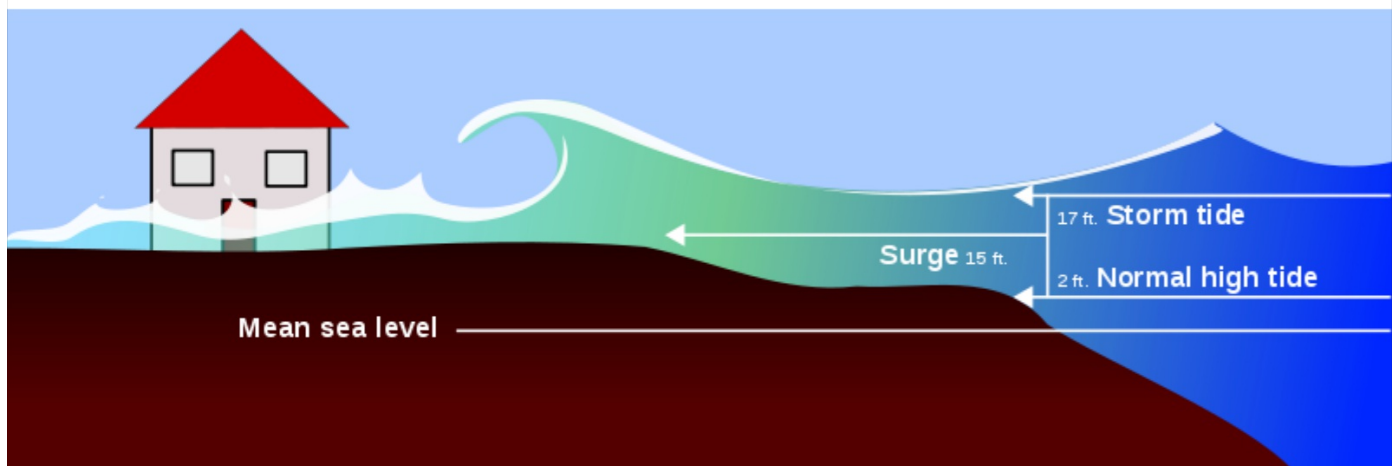




Label the pictures above with the terms: "dune" and "loess"

Dune- a pile of windblown sand.
Loess- a crumbly, windblown deposit of silt and clay.

Shaping Florida's Landscape



Tidal-surge (storm surge)- the periodic _____ and _____ of the oceans rapidly increase and affect the _____ and _____.

Two short animations showing tidal surges affecting the coastline.



shallow coast



steep coast



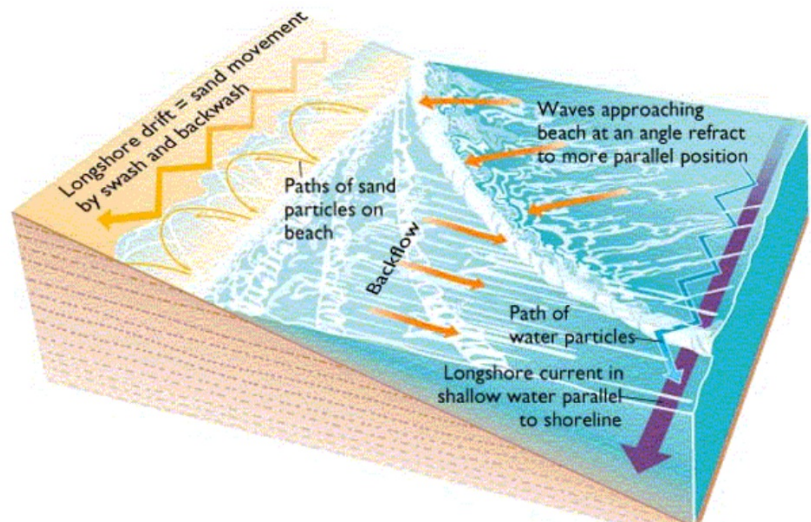
Coastal Erosion: Erosion by Water

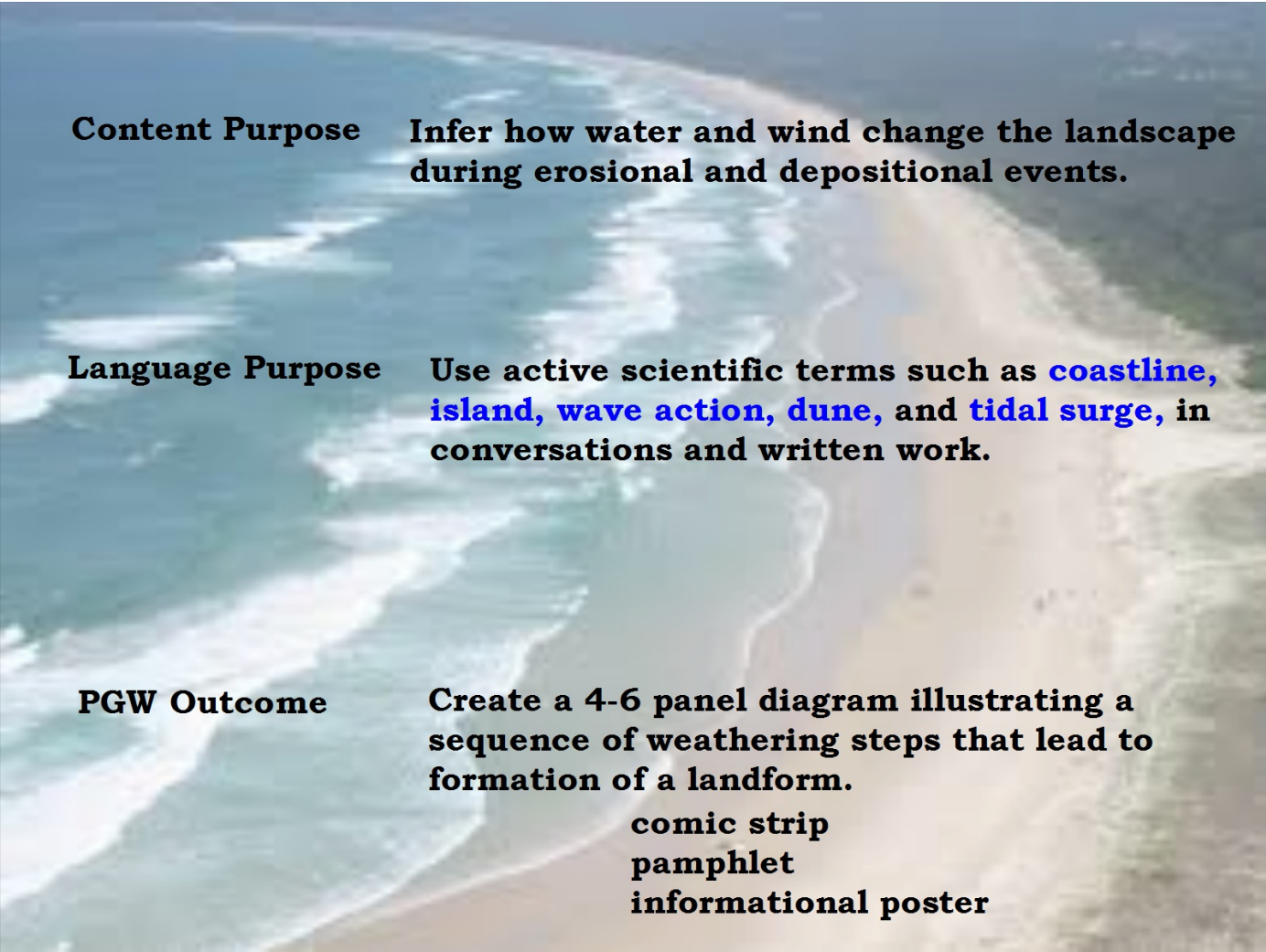
Waves crashing onto the shore **erode** loose sand, gravel, and rock along coastlines

Longshore Current-
a current that flows

_____.

This current moves sediment and continually changes the _____ and _____ of beaches.





Content Purpose Infer how water and wind change the landscape during erosional and depositional events.

Language Purpose Use active scientific terms such as **coastline**, **island**, **wave action**, **dune**, and **tidal surge**, in conversations and written work.

PGW Outcome Create a 4-6 panel diagram illustrating a sequence of weathering steps that lead to formation of a landform.

comic strip
pamphlet
informational poster

Create a 4-6 panel diagram. Illustrate a sequence of weathering steps that leads to the destruction and creation of a landform (choose from landforms on pg 162-162D)

Each person in your group must choose a different landform

Use minimum 4 terms:

intrusive/ extrusive igneous, sedimentary, metamorphic, chemical/ physical weathering, erosion, deposition, abrasion, dune, loess, old/mature/young stream, glacier, tidal surge, longshore current

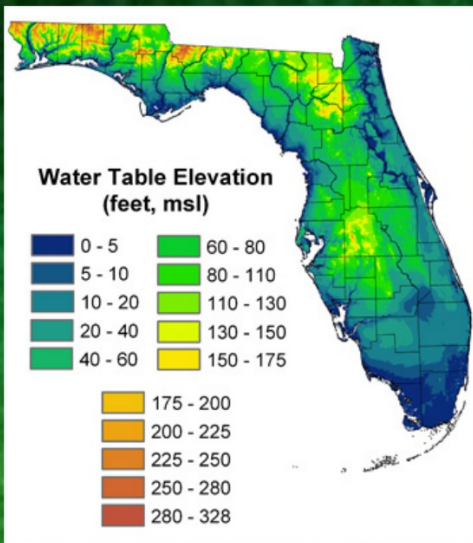


Day 9

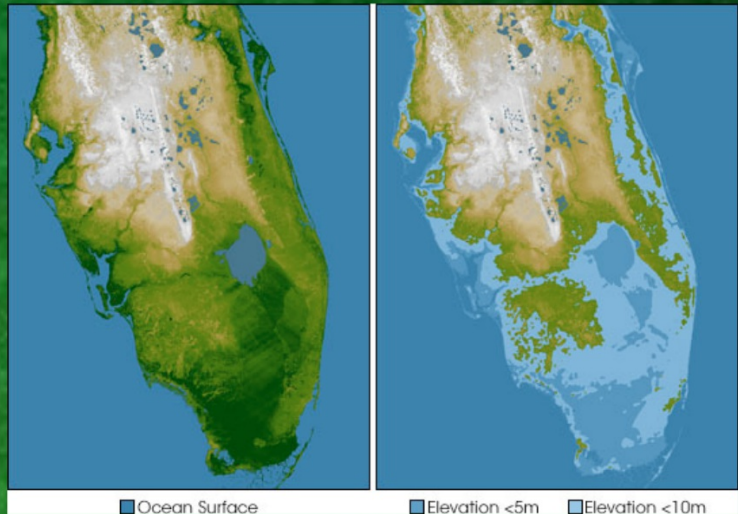
Flipcharts students had created previously, were collected and became part of their review.

Bellwork!

Use pg 162- 162D in your Earth & Space Science Textbook: pick 2 features each (so no repeats in the whole group of 4) in your ISN provide 3 details for each topic... share and discuss!



Using what you know about weathering, erosion and how our landscape is shaped by wind and water, infer how Florida's landscape has changed over the years.



Content Purpose: Apply what you know about erosion and deposition, and how they effect the formation of landforms to Florida's terrain.

Language Purpose: Use appropriate Weathering, Erosion, Deposition, and Rock-Cycle terms in conversations and to justify answers.

PGW Outcome: Complete the "Shaping the Landscape" review flipchart with your group, discussing reasoning behind correct answers.



Shaping the Landscape Review