Module 3

Suggested Answers

First, identify a logical sequence of **learning intentions** based on the learning progression and standard that follows:

Earth and Space Science (NGSS) HS-ESS2-1 Earth's Systems, Plate Tectonics and Large-Scale

Standard*: System Interactions:*

Plate tectonics is the unifying theory that explains the past and current movements of rocks at Earth's surface and provides a framework for understanding its geologic history.

One in a sequence of learning progressions:

3) There are three types of plate boundaries: subduction zones, divergent margins, and transform margins. Their movement results in various geological features and events.

Number these learning intentions in a logical sequence:

- [2] I am learning how to describe the unique movements associated with the three types of plate boundaries.

- [3] I am learning how to distinguish between the types of geological features that result from plate boundaries' movement (subduction, divergent, and transform).

- [4] I am learning how to identify major geological examples on Earth's surface and ocean floor that result from plate boundaries' movement.

- [6] I am learning how to analyze the interaction between the lithosphere and the asthenosphere as plate boundaries move.

- [1] I am learning how to define the characteristics of subduction zones, divergent margins, and transform margins.

- [5] I am learning how to predict resulting geological features, given a specific plate boundary (subduction zones, divergent margins, and transform margins).

For Part 2 of this practice, write a series of learning intentions based on the standard and the learning progression presented. Remember, there will be many more steps in the learning progression.

STANDARD(S)
Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. (Grade 1, CA Social Studies)

CONCEPTS (NOUNS)
Rule-making process
Direct democracy
Representative democracy
Key details

SKILLS (VERBS)
Understand
Give examples

LEARNING PROGRESSION
3. Compare and contrast direct and representative democracy.

LEARNING INTENTIONS
1. I am learning how direct democracy works through simulation.

2. I am learning how to identify examples of direct democracy in society.

3. I am learning how representative democracy works through simulation.

4. I am learning how to identify examples of representative democracy in society.

5. _____

6. _____

7. _____

8. _____