

Grade 7 Science

Unit 6: Earth's Resources and Human Impact

Driving question: How do changes in the Earth's system impact our communities, and what can we do about it?

24 lessons (investigations and weekly readings) and a words quiz. Use this pack with the unit's **Teacher Guide**, **Student Procedure Guide**, **Student Work Pages** and **Science Literacy Student Reader** (download them once from the course) to teach the whole unit without the internet.

What is in this pack

- A plan for each lesson: the lesson question, how many class days it takes, the Teacher Guide pages to follow, and the student pages to print.
- For each weekly reading: the Student Reader pages, words to know and the exercise page.
- The words quiz, ready to print, with its key at the back.

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Lesson schedule

Each investigation lesson takes the number of class days shown (about 45 minutes a day). Do each reading over a week alongside the lessons. Tick each one off as you go.

	Lesson	Days	Student pages
☐	Reading: Science Literacy Preface: Put Yourself in This Scene	1 week	—
☐	Lesson 1: Why are floods and droughts happening more often?	3	2 to print
☐	Lesson 2: What would we normally expect for these places and how do we know it's really changing?	3	9 to print
☐	Reading: Science Literacy Collection 1: Floods and Droughts	1 week	1 to print
☐	Lesson 3: How would increased temperatures affect evaporation?	2	3 to print
☐	Lesson 4: Are rising temperatures affecting anything else in Earth's water system?	1	5 to print
☐	Lesson 5: How are rising temperatures changing water stories in these communities?	2	3 to print
☐	Reading: Science Literacy Collection 2: Rising Temperatures, Rising Seas	1 week	1 to print
☐	Lesson 6: How are rising temperatures connected to two seemingly different phenomena?	2	2 to print
☐	Lesson 7: Are there any changes in the air that could be related to rising temperatures?	1	2 to print
☐	Lesson 8: Are changes in carbon dioxide and methane related to or causing temperatures to increase?	2	2 to print
☐	Reading: Science Literacy Collection 3: Temperature and Changes in the Atmosphere	1 week	1 to print
☐	Lesson 9: Are the changes in the amount of CO ₂ in the atmosphere part of normal cycles that Earth goes through?	1	2 to print

	Lesson	Days	Student pages
☐	Lesson 10: What is happening in the world to cause the sharp rise in CO ₂ ?	2	4 to print
☐	Lesson 11: Why could burning fossil fuels create a problem for CO ₂ in the atmosphere?	1	2 to print
☐	Lesson 12: How are changes to Earth's carbon system impacting Earth's water system?	2	3 to print
☐	Reading: Science Literacy Collection 4: People and Greenhouse Gases	1 week	1 to print
☐	Lesson 13: Why is solving the climate change problem so challenging?	1	3 to print
☐	Lesson 14: What things can people do to reduce carbon dioxide going into the atmosphere?	1	1 to print
☐	Lesson 15: How can large-scale solutions work to reduce carbon in the atmosphere?	3	2 to print
☐	Reading: Science Literacy Collection 5: Solving the Problem of Climate Change	1 week	1 to print
☐	Lesson 16: How are these solutions working in our communities?	1	2 to print
☐	Lesson 17: What solutions work best for our school or community?	4	3 to print
☐	Lesson 18: What can we explain now, and what questions do we still have?	1	2 to print
☐	Words quiz	—	—

Page numbers are PDF page numbers of each file, so they match what your PDF reader shows.

Reading: Science Literacy Preface: Put Yourself in This Scene

Words to know

- **climate change** — long-term shifts in temperature and weather patterns
- **science literacy** — the ability to read, hear, and comprehend information about scientific topics and demonstrate understanding in discussion and through writing
- **sea level** — the height of the ocean’s surface, measured via satellite and observable at shorelines
- **skepticism** — doubt about the truth of something
- **subsidence** — gradual sinking of an area of land

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 36–39: the steps, materials and timing for this lesson.

Read

Read Science Literacy Student Reader, Preface: “Put Yourself in This Scene”: PDF pages 6–7. Look at the pictures and maps together.

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 1: Why are floods and droughts happening more often?

LESSON QUESTION

Why are floods and droughts happening more often?

Plan about **3 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 40–60: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 8–11
- Drought and Flood Headlines — Student Work Pages, PDF pages 7–10

For the teacher

- Teacher Reference 1 — Teacher Guide, PDF pages 381–383
- Teacher Reference 2 — Teacher Guide, PDF pages 384–386

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
Why are floods and droughts happening more often?

Lesson 2: What would we normally expect for these places and how do we know it's really changing?

LESSON QUESTION

What would we normally expect for these places and how do we know it's really changing?

Plan about **3 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 61–91: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 12–15
- Case Site: East Porterville, California — Student Work Pages, PDF pages 11–16
- Case Site: Vicksburg, Mississippi — Student Work Pages, PDF pages 17–22
- Case Site: Navajo Nation — Student Work Pages, PDF pages 23–28
- Case Site: Boston, Massachusetts — Student Work Pages, PDF pages 29–34
- Case Site: Yakima, Washington — Student Work Pages, PDF pages 35–40
- Case Site: Windom, Minnesota — Student Work Pages, PDF pages 41–46
- Reference: About the Data — Student Procedure Guide, PDF pages 62–65
- Reference: Changes to Groundwater — Student Procedure Guide, PDF pages 68–69

For the teacher

- Teacher Reference 1 — Teacher Guide, PDF pages 387–388
- Teacher Reference 2 — Teacher Guide, PDF pages 389–392
- Teacher Reference 3 — Teacher Guide, PDF pages 393–395

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation: What would we normally expect for these places and how do we know it's really changing?

Reading: Science Literacy Collection 1: Floods and Droughts

Words to know

- **climate change** — long-term shifts in temperature and weather patterns
- **climate event** — an occasion of extreme values of climate photosynthetic organisms, n. living things that use indicators such as temperature, precipitation, or wind sunlight to produce nutrients from carbon dioxide and water
- **ice core** — a long rod of ice obtained by drilling through a glacier or ice sheet
- **logical fallacy** — a flawed or deceptive argument that can be disproven with reasoning
- **mold** — any of several types of fungus that grow fine filaments and often form a layer on damp or decaying material
- **straw man** — an intentionally misrepresented point in an argument set up because it is easier to dispute than an opponent's real argument

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 92–99: the steps, materials and timing for this lesson.

Read

Read Science Literacy Student Reader, Collection 1: “Floods and Droughts”: PDF pages 8–17. Look at the pictures and maps together.

Student pages to print

- Exercise Page 1 — Student Work Pages, PDF pages 97–100

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 3: How would increased temperatures affect evaporation?

LESSON QUESTION

How would increased temperatures affect evaporation?

Plan about **2 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 100–121: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 16–19
- Temperature and Evaporation Investigation Planning — Student Work Pages, PDF pages 47–48
- Group Humidity and Temperature Lab — Student Work Pages, PDF pages 49–50

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
How would increased temperatures affect evaporation?

Lesson 4: Are rising temperatures affecting anything else in Earth's water system?

LESSON QUESTION

Are rising temperatures affecting anything else in Earth's water system?

Plan about **1 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 122–131: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 20–21
- Obtaining Information about Other Components — Student Work Pages, PDF pages 51–52
- Reference: Changes to Snowpack — Student Procedure Guide, PDF pages 66–67
- Reference: Changes to Glaciers and Land Ice — Student Procedure Guide, PDF pages 70–71
- Reference: Changes to Sea Level — Student Procedure Guide, PDF pages 72–151

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
Are rising temperatures affecting anything else in Earth's water system?

Lesson 5: How are rising temperatures changing water stories in these communities?

LESSON QUESTION

How are rising temperatures changing water stories in these communities?

Plan about **2 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 132–143: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 22–23
- Initial Water Story Explanation — Student Work Pages, PDF pages 53–54
- Peer Feedback Instructions — Student Work Pages, PDF pages 55–56

For the teacher

- Answer Key 1 — Teacher Guide, PDF pages 396–400

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
How are rising temperatures changing water stories in these communities?

Reading: Science Literacy Collection 2: Rising Temperatures, Rising Seas

Words to know

- **climate change** — long-term shifts in temperature and weather patterns
- **dissolved oxygen** — the amount of oxygen present in water (that is not bound in the water molecules)
- **emissions** — the discharge of gases into the atmosphere
- **erosion** — the action of gradual removal of surface material
- **global warming** — the increase in the overall, average temperature of Earth's atmosphere
- **mitigation** — the reduction of damage or severity of harm
- **potable** — safe to drink
- **sea level** — the height of the ocean's surface, measured via satellite and observable at shorelines
- **subsidence** — gradual sinking of an area of land

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 144–150: the steps, materials and timing for this lesson.

Read

Read Science Literacy Student Reader, Collection 2: “Rising Temperatures, Rising Seas”: PDF pages 18–27. Look at the pictures and maps together.

Student pages to print

- Exercise Page 2 — Student Work Pages, PDF pages 101–104

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 6: How are rising temperatures connected to two seemingly different phenomena?

LESSON QUESTION

How are rising temperatures connected to two seemingly different phenomena?

Plan about **2 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 151–164: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 24–26
- Alaska Graph Notes — Student Work Pages, PDF pages 57–58

For the teacher

- Teacher Reference — Teacher Guide, PDF pages 401–403
- Answer Key 1 — Teacher Guide, PDF pages 404–408

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
How are rising temperatures connected to two seemingly different phenomena?

Lesson 7: Are there any changes in the air that could be related to rising temperatures?

LESSON QUESTION

Are there any changes in the air that could be related to rising temperatures?

Plan about **1 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 165–175: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 27–28
- Concentration of Gases in the Atmosphere Over Time — Student Work Pages, PDF pages 59–60

For the teacher

- Teacher Reference — Teacher Guide, PDF pages 409–411

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
Are there any changes in the air that could be related to rising temperatures?

Lesson 8: Are changes in carbon dioxide and methane related to or causing temperatures to increase?

LESSON QUESTION

Are changes in carbon dioxide and methane related to or causing temperatures to increase?

Plan about **2 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 176–195: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 29–31
- Important Gases in the Atmosphere — Student Work Pages, PDF pages 61–62

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
Are changes in carbon dioxide and methane related to or causing temperatures to increase?

Reading: Science Literacy Collection 3: Temperature and Changes in the Atmosphere

Words to know

- **climate change** — long-term shifts in temperature and weather patterns
- **combustion** — the rapid chemical combination of a substance with oxygen, resulting in the production of
- **emissions** — the discharge of gases into the atmosphere
- **greenhouse gas** — a gas in Earth’s atmosphere that traps heat
- **positive feedback loop** — a process in which the product heat and light; burning of a reaction leads to an increase in that reaction
- **salinity** — saltiness; the level of dissolved salt content in water
- **sea level** — the height of the ocean’s surface, measured via satellite and observable at shorelines

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 196–202: the steps, materials and timing for this lesson.

Read

Read Science Literacy Student Reader, Collection 3: “Temperature and Changes in the Atmosphere”: PDF pages 28–37. Look at the pictures and maps together.

Student pages to print

- Exercise Page 3 — Student Work Pages, PDF pages 105–106

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 9: Are the changes in the amount of CO₂ in the atmosphere part of normal cycles that Earth goes through?

LESSON QUESTION

Are the changes in the amount of CO₂ in the atmosphere part of normal cycles that Earth goes through?

Plan about **1 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 203–215: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 32–33
- Carbon Dioxide Levels Over Time — Student Work Pages, PDF pages 63–64

For the teacher

- Teacher Reference 1 — Teacher Guide, PDF pages 412–414
- Teacher Reference 2 — Teacher Guide, PDF pages 415–416

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
Are the changes in the amount of CO₂ in the atmosphere part of normal cycles that Earth goes through?

Lesson 10: What is happening in the world to cause the sharp rise in CO₂ ?

LESSON QUESTION

What is happening in the world to cause the sharp rise in CO₂ ?

Plan about **2 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 216–236: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 34–38
- Examining Data Over Time — Student Work Pages, PDF pages 65–66
- Population, CO₂ Levels, and Fuel Consumption — Student Work Pages, PDF pages 67–68
- Fuel Molecule Cards — Student Work Pages, PDF pages 69–70

For the teacher

- Teacher Reference 1 — Teacher Guide, PDF pages 417–421
- Teacher Reference 2 — Teacher Guide, PDF pages 422–426

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
What is happening in the world to cause the sharp rise in CO₂ ?

Lesson 11: Why could burning fossil fuels create a problem for CO₂ in the atmosphere?

LESSON QUESTION

Why could burning fossil fuels create a problem for CO₂ in the atmosphere?

Plan about **1 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 237–248: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 39–41
- Earth's Carbon System Model — Student Work Pages, PDF pages 71–76

For the teacher

- Teacher Reference 1 — Teacher Guide, PDF pages 427–433
- Teacher Reference 2 — Teacher Guide, PDF page 434

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
Why could burning fossil fuels create a problem for CO₂ in the atmosphere?

Lesson 12: How are changes to Earth's carbon system impacting Earth's water system?

LESSON QUESTION

How are changes to Earth's carbon system impacting Earth's water system?

Plan about **2 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 249–266: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 42–44
- Cause-and-Effect Diagram — Student Work Pages, PDF pages 77–78
- Fossil Fuel Use Cause-and-Effect Diagram — Student Work Pages, PDF pages 79–80

For the teacher

- Teacher Reference — Teacher Guide, PDF pages 435–442
- Answer Key — Teacher Guide, PDF pages 443–450

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
How are changes to Earth's carbon system impacting Earth's water system?

Reading: Science Literacy Collection 4: People and Greenhouse Gases

Words to know

- **acidification** — the process or act of containing more acid
- **carbon footprint** — the amount of greenhouse gas emitted by a specific activity or the activities of a person or group
- **carbon sink** — a structure that absorbs more carbon from the atmosphere than it emits
- **climate change** — long-term shifts in temperature and weather patterns
- **emissions** — the discharge of gases into the atmosphere
- **global warming** — the increase in the overall, average temperature of Earth's atmosphere
- **greenhouse gas** — a gas in Earth's atmosphere that traps heat
- **orbit** — the elliptical path around something
- **pH** — “potential of hydrogen”; the scale used to measure how acidic or basic a solution is
- **refugee** — a person who has been forced to leave their home region to escape danger

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 267–273: the steps, materials and timing for this lesson.

Read

Read Science Literacy Student Reader, Collection 4: “People and Greenhouse Gases”: PDF pages 38–45. Look at the pictures and maps together.

Student pages to print

- Exercise Page 4 — Student Work Pages, PDF pages 107–108

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 13: Why is solving the climate change problem so challenging?

LESSON QUESTION

Why is solving the climate change problem so challenging?

Plan about **1 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 274–287: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 45–46
- UCAR Simple Climate Model Observation Tracker — Student Work Pages, PDF pages 81–82
- Home Carbon Audit — Student Work Pages, PDF pages 83–84

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
Why is solving the climate change problem so challenging?

Lesson 14: What things can people do to reduce carbon dioxide going into the atmosphere?

LESSON QUESTION

What things can people do to reduce carbon dioxide going into the atmosphere?

Plan about **1 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 288–301: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 47–49

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
What things can people do to reduce carbon dioxide going into the atmosphere?

Lesson 15: How can large-scale solutions work to reduce carbon in the atmosphere?

LESSON QUESTION

How can large-scale solutions work to reduce carbon in the atmosphere?

Plan about **3 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 302–318: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 50–52
- Carbon Reduction Solution Matrix — Student Work Pages, PDF pages 85–86

For the teacher

- Teacher Reference — Teacher Guide, PDF pages 451–452

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
How can large-scale solutions work to reduce carbon in the atmosphere?

Reading: Science Literacy Collection 5: Solving the Problem of Climate Change

Words to know

- **acidification** — the process or act of containing more acid
- **carbon footprint** — the amount of greenhouse gas emitted by a specific activity or the activities of a person or group
- **carbon sink** — a structure that absorbs more carbon from the atmosphere than it emits
- **climate change** — long-term shifts in temperature and weather patterns
- **consensus** — general agreement
- **emissions** — the discharge of gases into the atmosphere
- **greenhouse gas** — a gas in Earth’s atmosphere that traps heat
- **greenwashing** — the portrayal of an environmentally responsible public image by individuals or agencies whose actions are of little benefit or environmentally detrimental in actuality
- **nonrenewable** — not capable of being naturally replaced as quickly as it is used
- **pH** — “potential of hydrogen”; the scale used to measure how acidic or basic a solution is
- **renewable** — capable of being naturally replaced as quickly as it is used
- **sea level** — the height of the ocean’s surface, measured via satellite and observable at shorelines

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 319–325: the steps, materials and timing for this lesson.

Read

Read Science Literacy Student Reader, Collection 5: “Solving the Problem of Climate Change”: PDF pages 46–55. Look at the pictures and maps together.

Student pages to print

- Exercise Page 5 — Student Work Pages, PDF pages 109–114

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 16: How are these solutions working in our communities?

LESSON QUESTION

How are these solutions working in our communities?

Plan about **1 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 326–335: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 53–54
- Evaluating Community Solutions — Student Work Pages, PDF pages 87–88

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
How are these solutions working in our communities?

Lesson 17: What solutions work best for our school or community?

LESSON QUESTION

What solutions work best for our school or community?

Plan about **4 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 336–357: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 55–59
- Community Resilience Plan: Project Planning Sheet — Student Work Pages, PDF pages 89–92
- Designing a Community Resilience Plan: Teacher Feedback — Student Work Pages, PDF pages 93–94

For the teacher

- Teacher Reference 1 — Teacher Guide, PDF pages 453–458
- Teacher Reference 2 — Teacher Guide, PDF pages 459–461
- Teacher Reference 3 — Teacher Guide, PDF pages 462–466
- Rubric 1 — Teacher Guide, PDF pages 467–468
- Rubric 2 — Teacher Guide, PDF pages 469–470
- Rubric 3 — Teacher Guide, PDF pages 471–472
- Rubric 4 — Teacher Guide, PDF pages 473–478

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation: What solutions work best for our school or community?

Lesson 18: What can we explain now, and what questions do we still have?

LESSON QUESTION

What can we explain now, and what questions do we still have?

Plan about **1 class days** for this lesson.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 358–364: the steps, materials and timing for this lesson.

Student pages to print

- Student procedures for this lesson — Student Procedure Guide, PDF pages 60–61
- Reviewing Our Driving Question Board — Student Work Pages, PDF pages 95–96

Check for understanding

- Explain your answer to the lesson question, using evidence from your investigation:
What can we explain now, and what questions do we still have?

WORDS QUIZ

Earth's Resources and Human Impact

Name: _____ Date: _____

Circle the letter of the best answer.

- 1.** Which word means “the portrayal of an environmentally responsible public image by individuals or agencies whose actions are of little benefit or environmentally detrimental in actuality”?
 - a) greenwashing
 - b) combustion
 - c) global warming
 - d) consensus
- 2.** Which word means “not capable of being naturally replaced as quickly as it is used”?
 - a) nonrenewable
 - b) orbit
 - c) renewable
 - d) climate change
- 3.** Which word means “a scientist who studies the climate conditions of Earth’s distant past through geologic evidence”?
 - a) science literacy
 - b) paleoclimatologist
 - c) erosion
 - d) mold
- 4.** Which word means “a gas in Earth’s atmosphere that traps heat”?
 - a) acidification
 - b) pH
 - c) consensus
 - d) greenhouse gas
- 5.** Which word means “saltiness; the level of dissolved salt content in water”?
 - a) global warming
 - b) acidification
 - c) salinity
 - d) subsidence
- 6.** Which word means “gradual sinking of an area of land”?
 - a) potable
 - b) paleoclimatologist
 - c) subsidence
 - d) dissolved oxygen

- 7.** Which word means “the action of gradual removal of surface material”?
- a) consensus
 - b) renewable
 - c) carbon footprint
 - d) erosion
- 8.** Which word means “the discharge of gases into the atmosphere”?
- a) carbon sink
 - b) emissions
 - c) erosion
 - d) logical fallacy
- 9.** Which word means “doubt about the truth of something”?
- a) acidification
 - b) erosion
 - c) skepticism
 - d) basic
- 10.** Which word means “capable of being naturally replaced as quickly as it is used”?
- a) consensus
 - b) logical fallacy
 - c) sea level
 - d) renewable
- 11.** Which word means “the height of the ocean’s surface, measured via satellite and observable at shorelines”?
- a) basic
 - b) climate event
 - c) sea level
 - d) mold
- 12.** Which word means “the increase in the overall, average temperature of Earth’s atmosphere”?
- a) mold
 - b) salinity
 - c) global warming
 - d) pH

FOR THE TEACHER

Answers

Unit quiz key

1. a 2. a 3. b 4. d 5. c 6. c 7. d 8. b 9. c 10. d 11. c 12. c