

Name _____ Class _____ Date _____

Lesson	Aiming for 4		Aiming for 6		Aiming for 8	
C11.1 History of our atmosphere	I can describe the Earth's early atmosphere.	<input type="checkbox"/>	I can state the composition, including formulae, of the Earth's early atmosphere.	<input type="checkbox"/>	I can use a theory to explain in detail how the atmosphere developed.	<input type="checkbox"/>
	I can describe how oxygen was formed in the development of the atmosphere.	<input type="checkbox"/>	I can describe a theory for the development of the Earth's atmosphere.	<input type="checkbox"/>	I can explain the limits of the theory for the development of the Earth's atmosphere and why it has changed.	<input type="checkbox"/>
			I can explain, using word equations, how gases were formed in the atmosphere and oceans were formed.	<input type="checkbox"/>	I can use balanced symbol equations to explain how gases were formed in the atmosphere and explain how oceans were formed.	<input type="checkbox"/>
C11.2 Our evolving atmosphere	I can state that the levels of carbon dioxide have decreased in the atmosphere.	<input type="checkbox"/>	I can describe how the proportion of carbon dioxide in the early atmosphere was reduced.	<input type="checkbox"/>	I can use a theory to explain in detail how the early atmosphere developed to form the atmosphere today.	<input type="checkbox"/>
	I can list the names and symbols of the gases in dry air.	<input type="checkbox"/>	I can state the composition of dry air.	<input type="checkbox"/>	I can explain why the compositions of the Earth's atmosphere has not changed much for 200 million years.	<input type="checkbox"/>
	I can state where methane and ammonia in the atmosphere may have come from.	<input type="checkbox"/>	I can use word equations to show how carbon dioxide can form sedimentary rocks.	<input type="checkbox"/>	I can use balanced symbol equations to explain how carbon dioxide forms sedimentary rock and how methane and ammonia were removed from the atmosphere.	<input type="checkbox"/>

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C11.3 Greenhouse gases	I can describe the greenhouse effect.	<input type="checkbox"/>	I can explain the greenhouse effect.	<input type="checkbox"/>	I can justify why scientists, as well as the public, disagree about the cause of climate change.	<input type="checkbox"/>
	I can name three greenhouse gases.	<input type="checkbox"/>	I can explain how greenhouse gases increase the temperature of the atmosphere.	<input type="checkbox"/>	I can explain the difference between global warming and the greenhouse effect.	<input type="checkbox"/>
	I can state some human activities that affect the proportion of greenhouse gases.	<input type="checkbox"/>	I can explain how human activity can change the proportion of greenhouse gases in the atmosphere.	<input type="checkbox"/>	I can evaluate evidence to suggest if global warming is man-made or natural.	<input type="checkbox"/>
C11.4 Global climate change	I can list some of the possible outcomes of climate change.	<input type="checkbox"/>	I can explain the possible effects of global climate change and why they are difficult to predict.	<input type="checkbox"/>	I can evaluate the scale, risk, and environmental impact of global climate change.	<input type="checkbox"/>
	I can state a definition for carbon footprint.	<input type="checkbox"/>	I can explain possible methods to reduce greenhouse gas emissions.	<input type="checkbox"/>	I can justify why reducing greenhouse gas emissions can be difficult to achieve.	<input type="checkbox"/>
	I can list some ways to reduce a carbon footprint.	<input type="checkbox"/>	I can explain some of the problems in trying to reduce greenhouse gas emissions.	<input type="checkbox"/>	I can evaluate the use of products, services, or events in terms of their carbon footprint.	<input type="checkbox"/>
C11.5 Atmospheric pollutants	I can list some atmospheric pollutants.	<input type="checkbox"/>	I can explain how sulphur dioxide and nitrogen oxides are made when fossil fuels are combusted.	<input type="checkbox"/>	I can predict the products of combustion of a fuel given appropriate information about the composition of the fuel and the conditions in which it is used.	<input type="checkbox"/>
	I can describe how carbon monoxide and soot (carbon) can be made from the incomplete combustion of fossil fuels.	<input type="checkbox"/>	I can describe the health impacts of atmospheric pollutants.	<input type="checkbox"/>	I can evaluate the negative social, economic, and environmental consequences of atmospheric pollution.	<input type="checkbox"/>
	I can complete word equations to describe how atmospheric pollutants can be made.	<input type="checkbox"/>	I can use balanced symbol equations to show how atmospheric pollutants are formed.	<input type="checkbox"/>	I can suggest and explain methods to reduce atmospheric pollution.	<input type="checkbox"/>