Thunderstorms

Grade 8
Science
Unit 5: Earth and Space Science – Cycles of Earth
Louisiana Comprehensive Curriculum

Unit Description

In this unit we will learn the ingredients needed to produce a thunderstorm. We will explore the life cycle of thunderstorms and identify products of severe thunderstorms. To conclude we will look at safety measures to apply when encountering hazards produced by severe thunderstorms.

Student Understandings

Students will be able to identify the necessary ingredients for thunderstorm formation. Explain the concept of instability and life cycle of the thunderstorm cell. Discuss the different types of thunderstorms hazrds and safety procedures.

Guiding Questions

1. Can students identify ingredients needed for thunderstorms?
2. Can students define and explain the thunderstorm life cycles?
3. Can students identify forces and motions needed for thunderstorms development?
4. Can students recognize hazards of thunderstorms?
5. Can students relay safety procedures for thunderstorm hazards?

Unit 6 Grade-Level Expectations (GLEs)

Earth and Space Science	
23.	Explain the processes of evaporation, condensation, precipitation, infiltration, transpiration, and sublimation as they relate to the water cycle (ESS-M-A10)
25.	Explain and give examples of how climatic conditions on Earth are affected by the proximity of water (ESS-M-A11)
27.	Identify different air masses, jet streams, global wind patterns, and other atmospheric phenomena and describe how they relate to weather events, such as El Niño and La Niña (ESS-M-A12)
43.	Identify the processes involved in the creation of land and sea breezes (ESS-M-C6)
44.	Describe how unequal heating of Earth's surface affects movement of air masses and water in the atmosphere and hydrosphere (ESS-M-C6)