



Grades 6–8

3.3.6-8.J Earth and Space Science: Weather and Climate

Students who demonstrate understanding can collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.

Clarifying Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).

Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Planning and Carrying Out Investigations</p> <p>Planning and carrying out investigations in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.</p> <ul style="list-style-type: none"> Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. 	<p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <ul style="list-style-type: none"> The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. <p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Because these patterns are so complex, weather can only be predicted probabilistically. 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural or designed systems.

Pennsylvania Context: Examples of Pennsylvania context include but are not limited to data for how Pennsylvania's weather is influenced by contexts such as continental air masses from the west or coastal air masses from the Atlantic Ocean and lake-effect weather conditions.

PA Career Ready Skills: Analyze various perspectives on a situation.

Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Agriculture (AFNR)	CS.02.01.01.a: Research and describe different types of geographic data used in AFNR systems.
Science, Environmental Literacy and Sustainability (NAEE)	5-8 Strand 2.1.A. Earth's physical systems: Learners describe the physical processes that shape Earth, including weather, climate, plate tectonics, and the hydrologic cycle. They explain how matter cycles and energy flows among the abiotic and biotic components of the environment. They describe how humans affect and are affected by Earth's physical systems.



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
PA Core Standards: ELA	CC.3.5.6-8.A: Cite specific textual evidence to support analysis of science and technical texts. CC.3.5.6-8.I: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. CC.3.6.6-8.G: Gather relevant information from multiple print and digital resources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and following a standard format for citation.
PA Core Standards and Practices: Math	MP.2: Reason abstractly and quantitatively. CC.2.1.6.E.4: Apply and extend previous understandings of numbers to the system of rational numbers.
PA Standards: Social Studies	7.4.7.A: Describe and explain the effects of the physical systems on people within regions.
Educational Technology (ISTE)	1.3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Technology and Engineering (ITEEA)	STEL-2N: Illustrate how systems thinking involves considering relationships between every part, as well as how the system interacts with the environment in which it is used.