



Grades 9–12

3.3.9-12.N Earth and Space Science: Earth's Systems

Students who demonstrate understanding can *construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.*

Clarifying Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.

Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Engaging in Argument From Evidence Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science. <ul style="list-style-type: none"> Construct an oral and written argument or counter-arguments based on data and evidence. 	Weather and Climate <ul style="list-style-type: none"> Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. Biogeology <ul style="list-style-type: none"> The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. 	Stability and Change <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable.

Pennsylvania Context: N/A

PA Career Ready Skills: Advocate for oneself in education, employment, and within the community.

Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Agriculture (AFNR)	CS.02.02.01.a: Identify and summarize the components within AFNR systems (e.g., Animal Systems: health, nutrition, genetics, etc.; Natural Resources Systems: soil, water, etc.).
Science, Environmental Literacy and Sustainability (NAAEE)	9-12 Strand 2.1.B. Earth's living systems: Learners describe basic population dynamics, genetic mechanisms behind biological evolution, and the importance of diversity in living systems. They explain how changes in the hydrosphere, atmosphere, and geosphere affect the biosphere. They describe how human sustainability is dependent on the biosphere.



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
PA Core Standards: ELA	CC.3.6.9-12.A: Write arguments focused on discipline-specific content.
PA Core Standards and Practices: Math	N/A
PA Standards: Social Studies	N/A
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-10: Assess how similarities and differences among scientific, mathematical, engineering, and technological knowledge and skills contributed to the design of a product or system.