



Grades 9–12

3.3.9-12.G Earth and Space Science: History of Earth

Students who demonstrate understanding can *apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.*

Clarifying Statement: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system 4.6 billion years ago. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

Assessment Boundary: N/A

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. 	<p>The History of Planet Earth</p> <ul style="list-style-type: none"> Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. <p>Nuclear Processes</p> <ul style="list-style-type: none"> Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. 	<p>Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable.
<p>Connections to Nature of Science</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. Models, mechanisms, and explanations collectively serve as tools in the development of a scientific theory. 		

Pennsylvania Context: Examples of Pennsylvania context include but are not limited to the geologic history of Pennsylvania rock strata correlated with the formation of Pennsylvania mountain ranges.



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.02.01.01.a: Research and describe different types of geographic data used in AFNR systems.
Science, Environmental Literacy and Sustainability (NAEE)	9-12 Strand 1.G. Drawing conclusions and developing explanations: Learners propose explanations that address their initial environmental questions using quantitative and qualitative data and evidence that has been collected and analyzed.
PA Core Standards: ELA	CC.3.5.9-12.A: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. CC.3.5.11-12.A: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CC.3.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. CC.3.5.11-12.H: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CC.3.6.9-12.A: Write arguments focused on discipline-specific content.
PA Core Standards and Practices: Math	MP.2: Reason abstractly and quantitatively. CC.2.1.HS.F.3: Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays. CC.2.1.HS.F.4: Use units as a way to understand problems and to guide the solution of multistep problems. CC.2.1.HS.F.5: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.HS.C.2: Graph and analyze functions and use their properties to make connections between the different representations. CC.2.4.HS.B.2: Summarize, represent, and interpret data on two categorical and quantitative variables.
PA Standards: Social Studies	7.1.9.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
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.