



## Grades 9–12

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

**Students who demonstrate understanding can** *develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.*

**Clarifying Statement:** Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.

**Assessment Boundary:** N/A

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<b>Developing and Using Models</b> Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s). <ul style="list-style-type: none"> <li>Develop a model based on evidence to illustrate the relationships between systems or between components of a system.</li> </ul>	<b>Weather and Climate</b> <ul style="list-style-type: none"> <li>Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.</li> <li>Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.</li> </ul>	<b>Energy and Matter</b> <ul style="list-style-type: none"> <li>The total amount of energy and matter in closed systems is conserved.</li> </ul>

**Pennsylvania Context:** Examples of Pennsylvania context include but are not limited to a local Pennsylvania farm or forest that could illustrate the cycling of carbon.

**PA Career Ready Skills:** Select expressive communication strategies specific to context.

## Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
<b>Agriculture (AFNR)</b>	CS.06.01.01.a: Research and explain the foundational cycles in AFNR (e.g., water cycle, nutrient cycle, carbon cycle, etc.).
<b>Science, Environmental Literacy and Sustainability (NAAEE)</b>	9-12 Strand 2.1.A. Earth's physical systems: Learners describe the major processes and systems that form Earth and relate these processes, especially those that are large-scale and long-term to characteristics of Earth. They explain how changes in one system (hydrosphere, atmosphere, geosphere, and biosphere) result in changes to another. They describe how human sustainability depends on Earth systems.



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
PA Core Standards: ELA	CC.3.5.9-10.G: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CC.3.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
PA Core Standards and Practices: Math	MP.2: Reason abstractly and quantitatively. MP.4: Model with mathematics. 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.
PA Standards: Social Studies	N/A
Educational Technology (ISTE)	1.6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
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.