

## EarthComm Correlations to Minnesota

### Earth Science Standards

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	V	PT	E	BG	RS	LU	O	SW	C	ER	MR	WR	AST	CC	CL

**Science as Inquiry**  
**Scientific Applications:** In each of the standards the student selects within the Scientific Applications Learning Area, the student must demonstrate understanding and application of scientific investigation, including:

**Knowing:**

a. How historical and current scientific concepts and knowledge guide inquiries.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. That experiments are performed to test ideas and predictions and to learn about the natural world.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. That the use of various technologies influence the quality of data and the investigation.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
d. That mathematical tools and models are essential to scientific inquiry.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
e. That explanations are based on evidence and adhere to established criteria such as empirical standards, logic, openness to criticism, and reporting of methods and procedures.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
f. What traditions govern the conduct of science, including ethics, peer review, and consensus.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**Demonstrating the ability to:**

a. Formulate questions and hypothesis.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. Describe methodology and conduct investigation.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. Record relevant data.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
d. Analyze data using statistical methods.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
e. Construct reasonable explanations to answer the question and support or refute the hypothesis.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
f. Identify and consider alternative interpretations of results.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
g. Specify implications for further investigation.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX

**Standard: Earth and Space Systems: Understand concepts, theories and principles of Earth and space systems through investigation and analysis.**

**What students should know:**

1. Understand Earth Systems through the interaction of forces and energy (e.g., Plate tectonics, terranes).	X	XX	X	X	X	X	XX	X	X	X	X	X	X	X	X
2. Understand geochemical processes and cycles (e.g., rock cycle, chemical reservoirs).	XX	X	X	XX				X	X	XX	XX	XX		XX	

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3. Understand theories of the origin and evolution of the universe (e.g. planetary systems, stellar cycles).													XX		
4. Understand energy in the Earth System (e.g., global climate, convection).	XX	XX	XX	X	X	X	XX	XX	X	XX	X	X	X	XX	X
5. Understand the historical significance of major scientific advances (e.g., geological time scale, plate tectonics).	X	XX	X	XX	X	X	X	X	X	X	X	X	XX	X	XX
<b>What students should do:</b>															
1. Design and conduct an experiment to investigate a question and test a hypothesis in earth and space systems.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Analyze data to support or refute hypotheses.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
3. Design and conduct one investigation through a problem-based study, service learning project or field study:	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
a. identify scientific issues based on observations and the corresponding scientific concepts.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. analyze data to clarify scientific issues or define scientific questions.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. compare results to current models and/or personal experience.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Use scientific evidence to defend or refute an idea in a historical or contemporary context:	X	XX	X	X	X	X	XX	X	XX	X	XX	X	X	XX	X
a. identify scientific issues based on observations and the corresponding scientific concepts.	X	XX	X	X	X	X	X	X	X	X	XX	X	X	X	X
b. evaluate the validity of the idea in relationship to scientific information.	X	XX	X	X	X	X	X	X	X	X	XX	X	X	X	X
c. analyze the immediate and long-term impact on the individual and/or society in the areas of technology, economics and the environment.	X	XX	X	X	X	X	X	X	X	X	XX	X	X	X	X
<b>Standard: Science and Technology</b>															
<b>Technical Systems:</b> Apply knowledge skills and tools of technological systems to extend human capabilities while preserving ecological functions.															
<b>What students should know:</b>															
1. Know the scientific principles and elements (inputs, processes, outputs, feedback) of specific technological system in relationship to a macrosystem (e.g. a manufacturing system in relationship to a macrosystem such as power and energy).	X						X		X		X	X	X		X
2. Know basic skills and use of tools related to operating a specific system.	X						X		X		X	X	X		X
<b>What students should do:</b>															
1. Create, modify, analyze or troubleshoot a technological system.	X						X		X		X	X	X		X

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2. Transfer knowledge of a specific system to create or modify a plan for a macrosystem.	X					X		X		X	X	X			X
3. Examine short-term impact on the environment and long-term sustainability.	X					X		X		X	X	X			X

#### Technical Applications: Apply mathematics to solve technical problems

##### What students should know:

1. Know computational technologies.								X							
2. Know how to use complex measurement equipment for several systems (e.g., electronic, construction, transportation).								X							
3. Convert between measuring systems (e.g., metric, English, farads, henrys).	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	X
4. Measures to scale (e.g., linear and logarithmic electronic meter scales, scale drawings).	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
5. Calculate quantities using algebraic formulas (e.g., volume, power, impedance).	X	XX	X	X	X	X	XX	X	XX	XX	XX	XX	X	X	X
6. Understand information in complex graphs, tables, and charts.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
7. Understand scientific/exponential notation for use in complex systems.	X	X	X	X	X	X	X	X	X	X	X	X	XX	X	X
8. Understand trigonometric applications appropriate to technical situations.	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X
9. Understand fundamental geometric constructions or calculations for use in drafting or construction.					X	X									

##### What students should do:

1. Create a set of plans to design or modify a complex structure, product, or system:	X		X		X	X						XX			
a. research background information.	X		X		X	X						XX			
b. calculate mathematical specifications.	X		X		X	X						XX			
c. develop a materials list which matches mathematical specifications.	X		X		X	X						XX			
2. Construct a complex structure, product, or model to mathematical specifications.	X		X		X	X						XX			
3. Analyze an existing complex structure, product or system for purposes of maintenance, repair, troubleshooting or optimizing function.	X		X		X	X						XX			

#### New Product Development: Research, develop, and test a new product

##### What students should know:

1. Understand the characteristics of needs analysis.												XX			
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2. Know characteristics and impact of the use of specific materials or technology.											XX							
3. Understand material processing and/or design techniques.											XX							

**What students should do:**

1. Develop and test a new product:											XX							
a. research the need and the market.											XX							
b. design a new or improved product which meets the need.											XX							
c. create the new or improved product.											XX							
d. test and evaluate the product.											XX							
e. assess the impact of production, use and eventual disposal of the product on the environment, society and health, as applicable.											XX							

**Technical Reading: Read and apply technical information from documents or electronic media.**

**What students should do:**

1. Apply information from a technical reading, viewing, or listening selection in two of the following applications:	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
a. build or assemble from a plan.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b. operate, maintain or repair from a technical manual.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c. analyze a situation based on technical information.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
d. create a design based on technical reading.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Identify and select relevant information for the given need.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Interpret specialized vocabulary.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Interpret information found in charts, graphs, tables, and other visual/graphic representation of data.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Apply step-by-step procedures.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**Technical Writing: Write for a variety of technical purposes, situations and audiences.**

**What students should do:**

1. Describe a complex process, procedure, or device for a particular audience (e.g., computer programs, business).	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX	X	X	X
a. evaluate the amount of technical knowledge the audience has.	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX	X	X	X
b. determine where and how the information will be used.	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX	X	X	X

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c. use style/format and conventions appropriate for the audience (e.g., bulleted steps, chronological sequencing, neutral voice).	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX	X
d. use technical vocabulary appropriately for the audience.	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX	X
e. incorporate detailed examples or illustrations.	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX	X
f. include warnings or cautions to help audience prevent problems.	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX	X

**Standard: Science in Personal and Social Perspectives**

**Environmental Systems: Apply decision-making model(s) to issues involving relationships among the individual, the society, the economy and the environment.**

**What students should know:**

1. Understand the scientific concepts, principles, laws, or theories that affect and are affected by environmental changes.	X		X			XX	XX	X	XX		XX	XX	X	XX	
2. Understand the components of social systems (e.g., economic, technological, political, communications) that affect and are affected by environmental changes.	X		X			XX	XX	X	XX		XX	XX	X	XX	
3. Understand the interactions between social and natural systems.	X		X			XX	XX	X	XX		XX	XX	X	XX	
4. Understand implications of changes in the environment:	X		X			XX	XX	X	XX		XX	XX	X	XX	
a. short- or long-term.	X		X			XX	XX	X	XX		XX	XX	X	XX	
b. local, regional, and/or global levels.	X		X			XX	XX	X	XX		XX	XX	X	XX	
5. Understand methods for citizenship action.	X		X			XX	XX	X	XX		XX	XX	X	XX	

**What students should do:**

1. Analyze a significant environmental topic to identify problems	X		X			XX	XX	X	XX		XX	XX	X	XX	
2. Analyze an environmental problem to identify related issues.	X		X			XX	XX	X	XX		XX	XX	X	XX	
3. Develop a conceptual understanding of a local issue:	X		X			XX	XX	X	XX		XX	XX	X	XX	
a. identify related scientific concepts and ecological systems.	X		X			XX	XX	X	XX		XX	XX	X	XX	
b. identify relevant social systems.	X		X			XX	XX	X	XX		XX	XX	X	XX	
c. identify interest groups, their points of view, and possible solutions.	X		X			XX	XX	X	XX		XX	XX	X	XX	
d. analyze how humans and natural systems affect and are affected by the local issue.	X		X			XX	XX	X	XX		XX	XX	X	XX	
4. Design and conduct primary research to enhance understanding of the local issue.	X		X			XX	XX	X	XX		XX	XX	X	XX	
5. Develop and evaluate a personal action plan designed to promote a specific solution.	X		X			XX	XX	X	XX		XX	XX	X	XX	

**Natural/Managed Systems: Understand the interaction and interdependence of natural and managed systems**

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**What students should know:**

1. Understand natural ecosystems.											XX				XX
2. Understand human-managed systems.						XX					XX				

**What students should do:**

1. Develop and communicate a resource management plan involving natural and managed systems:					XX						XX	XX	XX			
a. describe the biological , physical and human characteristics of the systems.					XX						XX	XX	XX			
b. gather data using appropriate techniques.					XX						XX	XX	XX			
c. identify the nature of the interactive and interdependent relationships.					XX						XX	XX	XX			
d. use appropriate environmental impact criteria.					XX						XX	XX	XX			
e. analyze economic and enviromental costs and benefits.					XX						XX	XX	XX			
f. present and defend a cost/benefit risk analysis to a jury or peers.					XX						XX	XX	XX			
g. modify the plan based on feedback.					XX						XX	XX	XX			

**Academic Writing: Demonstrate the ability to write for a variety of academic purposes and situations.**

**What students should do:**

1. Describe, narrate or explain observations of human events or situations (e.g., biographies, historical narrative, ethnography).	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Analyze patterns and relationships of ideas, topics or themes (e.g., literary analysis, ethnography, academic essay).	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
3. Construct support for a position, argument, plan or idea.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
4. Evaluate (e.g., review or critique) an idea, topic or theme based on criteria.	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX

**Human Geography: Understand how cultures interact with their environments.**

**What students should know:**

1. Identify the location of major places and geographic features on the surface of the earth.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Understand the physical and cultural characteristics of places.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Understand the physical processes that shape patterns (e.g., forests, deserts, oceans) on the Earth's surface.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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4. Understand how movement of cultural characteristics interconnects various places.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Understand how the physical environment is modified by and modifies human activities.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>What students should do:</b>															
1. Interpret and communicate geographic information through maps and other forms of graphic tools (e.g., air photos, satellite images) and geographic information systems (e.g., generate maps or correlations from information stored by location in databases).	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Analyze the effects of alterations on cultural and/or physical landscapes (e.g., changes in local traffic patterns, construction of a mall, reclamation of wetlands).	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Analyze the relationship between geography and a dispute about land use vs. ownership or political control.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Analyze the relationship between geography and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Individual/Community Health: Make informed decisions that enhance individual, family and community health in all six priority health areas:</b>															
<b>Promote</b>															
<b>Reduce/Prevent</b>															
<b>What students should know:</b>															
1. Understand how the priority health areas are interconnected in the areas of:															
a. long-term health promotion and disease prevention (e.g., dietary practices).															
b. community and/or societal influences.															
2. Know community-based health care services, products, providers and referral options.															
<b>What students should do:</b>															
1. Analyze how the following factors influence health maintenance and disease prevention decisions:															
a. media															
b. technological advances.															
c. interpersonal communication.															
d. immediate and long-term risk factors.															

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2. Select information, products and/or services to respond in real or simulated situations of need:															
a. personal/family.															
b. community/workplace.															
3. Create a plan for an in-depth study of one of the six priority health areas:															
a. identify in-depth information needed.															
b. identify procedures required.															
c. identify how this area is impacted by other priority health areas.															
d. identify options for completing in-depth study (e.g., mentorship, internship, service learning).															

#### Issue Analysis: Research an issue and evaluate proposed positions or solutions.

##### What students should do:

1. Gather information on past or contemporary issues.			XX			X	XX	XX	XX	XX		XX		XX	
2. Identify relevant questions or a range of points of view.			XX			X	XX	XX	XX	XX		XX		XX	
3. Summarize relevant background information.			XX			X	XX	XX	XX	XX		XX		XX	
4. Examine information from each source for bias and intended audience.			XX			X	XX	XX	XX	XX		XX		XX	
5. Identify areas of conflict, compromise or agreement among various groups concerning the issue.			XX			X	XX	XX	XX	XX		XX		XX	
6. Evaluate multiple positions and proposed solutions for the issue:			XX			X	XX	XX	XX	XX		XX		XX	
a. analyze conclusions, arguments and supporting evidence.			XX			X	XX	XX	XX	XX		XX		XX	
b. identify motives of groups or individuals.			XX			X	XX	XX	XX	XX		XX		XX	
c. analyze feasibility and practicality.			XX			X	XX	XX	XX	XX		XX		XX	
d. identify impact on policies.			XX			X	XX	XX	XX	XX		XX		XX	
e. compare alternative solutions.			XX			X	XX	XX	XX	XX		XX		XX	
f. project consequences.			XX			X	XX	XX	XX	XX		XX		XX	

#### Standard: History and Nature of Science

##### History and Nature of Science: Understand the interaction between social, economic, technological and/or environmental factors and the occurrence of

##### What students should know:

1. Understand the significance of a number of major scientific advances of recorded history.		XX					X						X	X	X
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1. Gather information on at least three major scientific breakthroughs (i.e., new ideas that challenge accepted ways of thinking).		XX					X						X	X	X
2. Investigate and analyze the social, economic, technological and/or environmental context in which a scientific breakthrough occurred.		XX					X						X	X	X
3. Analyze the immediate and long-term effect of the scientific breakthrough on the social, economic, technological and/or environmental contexts.		XX					X						X	X	X

### Cultures Across Time: Understand the significance of events and themes across cultures and time.

#### What students should know:

1. Understand historical developments of world cultures:		X								X				X	
a. contributions of significant people.		X								X				X	
b. key events which precipitate development and/or change.		X								X				X	
c. factors which influence the outcomes of historical events (e.g., geographic location, chance occurrences, social movements, technology, environmental changes).		X								X				X	
d. development of ideas, beliefs and cultural expressions.		X								X				X	
e. development of social and political institutions.		X								X				X	
f. interactions and conflicts within or across cultures.		X								X				X	

#### What students should do:

1. Gather information to examine major historical developments:		X								X				X	
a. describe significance of the event in its historical context.		X								X				X	
b. examine cause-and-effect relationships.		X								X				X	
c. discuss impact on other cultures and/or time periods.		X								X				X	
d. compare historical interpretations and perspectives.		X								X				X	