



EarthComm Correlation to the High School Earth Science Standards, Grade 9-12

Scientific Investigation and Inquiry

Benchmark	Location/Page where Standard is found
<p>ES.1. Broad Concept: Scientific progress is made by asking relevant questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in this grade, students should develop their own questions and perform investigations.</p>	
<p>1. Know the elements of scientific methodology (identification of a problem, hypothesis formulation and prediction, performance of experimental tests, analysis of data, falsification, developing conclusions, reporting results) and be able to use a sequence of those elements to solve a problem or test a hypothesis. Also, understand the limitations of any single scientific method (sequence of elements) in solving problems.</p>	<p>THROUGHOUT; G14-16, G23-26, G44, G63-67, G75-77, G86-88, G96-99, G123-124, G132-133, G165-169, U5-6, U15-16, U24=25, U40-41, U71-74, U82-83, U91-94, U132-133, U147-149, U156, F5-6, F14-15, F67, F78-79, F129-130, F150-152, F159-160, F168-169, F175, F181, R5-8, R26-27, R63-66, R73-76, R89-90, R97-99, R119-121, R128-129, R137=138, R147-150, R157-161, R170-172, R185-188, R197-198, E29-30, E59-60, E70-71, E97-98, E106-110, E118-119, E126-128, E149-150</p>
<p>2. Know that scientists cannot always control all conditions to obtain evidence, and when they are unable to do so for ethical or practical reasons, they try to observe as wide a range of natural occurrences as possible so as to be able to discern patterns.</p>	<p>F48-51, E136-143, E148-155, E173-181, E182-188</p>
<p>3. Recognize the cumulative nature of scientific evidence.</p>	<p>G116-117, E128-129, E136-143, E170-171, E185-186, G105-109, G110-115, F13-22,</p>

	G155-163, F23-36, F37-47, E117-124, U57-65
4. Recognize the use and limitations of models and theories as scientific representations of reality.	R184-195, G4-13, G14-22, G74-84, G122-130, G131-137, G155-163
5. Distinguish between a conjecture (guess), a hypothesis and a theory as these terms are used in science.	E173-181, G116-117, E128-129, E136-143, E170-171, E185-186
6. Plan and conduct scientific investigations to explore new phenomena, to check on previous results, to verify or falsify the prediction of a theory, and to use a crucial experiment to discriminate between competing theories.	THROUGHOUT G37, G39-40, G84, F136, R5-8, R89-90, R97-99, R147-150, R176, R202, E46, E90-91, E127-128, E137-138, E183
7. Use hypotheses to choose what data to pay attention to and what additional data to seek, and to guide the interpretation of the data.	G23-30, G62-73, G74-84, G131-137, U70-80, U90-99, F4-12, F128-137, F138-148, E96-104, E125-135, G122-130, G155-163, E173-181
8. Identify and communicate the sources of error (random and systematic error) inherent in an experiment.	E28-36, E37-40, E41-46
9. Identify discrepant results and identify possible sources of error or uncontrolled conditions.	F45, F48-51, U90-93, E37-46, E74-77, G105-109, G110-116
10. Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data. (The focus is on manual graphing, interpreting graphs, and mastery of metric measurements and units, with supplementary use of computers and electronic data gathering when appropriate.)	G14-16, G24-25, G44, G63-67, G75-77, G86-88, G96-99, G123-124, G132-133, G165-169, U5-6, U15-16, U24=25, U40-41, U71-74, U82-83, U91-94, U132-133, U147-149, U156, F5-6, F14-15, F67, F78-79, F129-130, F150-152, F159-160, F168-169, F175, F181, R5-8, R26-27, R63-66, R73-76, R89-90, R97-99, R119-121, R128-129, R137=138, R147-150, R157-161, R170-172, R185-188, R197-198, E29-30, E59-60, E70-71, E97-98, E106-110, E118-

	119, E126-128, E149-150
11. Formulate and revise explanations using logic and evidence.	G38-42, G62-67, G68-77, G105-116, F13-22, F37-47, F48-55, U57-65
12. Analyze situations and solve problems that require combining concepts from more than one topic area of science and applying these concepts.	G116-117, E128-129, E136-143, E170-171, E185-186
13. Apply mathematical relationships involving proportionalities, linear relations, quadratic equations, simple trigonometric relationships, exponential growth and decay laws, and logarithmic relationships to scientific situations.	R62-71, R127-135, E37-46, E47-57, E125-135, F138-148
14. Recognize the implications of statistical variability in experiments, and explain the need for controls in experiments.	F128-131, R62-66, E136-143, E146-155, E173-181, U90-93
15. Observe natural phenomena, and analyze their location, sequence, or time intervals (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).	U124-126, U131-134, R169-171, R172-176
16. Read a topographic map and a geologic map for information provided on the maps.	U4-7, U33-34, U39-42, U49-52, U57-61, U100-103, U124-126, U138-140, U146-150
17. Construct and interpret a simple scale map and topographic cross-section.	G14-16, U57-61, U70-76, U113-114

The Universe

Benchmark	Location/Page where Standard is found
ES.2. Broad Concept: Galaxies are made of billions of stars and form most of the visible mass of the universe. As a basis for understanding this concept,	
1. Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars.	E4-13, E69-79

2. Describe various instrumentation used to study deep space and the solar system (e.g., telescopes that record in various parts of the electromagnetic spectrum, including visible, infrared, and radio, refracting or reflecting telescopes, and spectrophotometer).	E58-68
3. Describe Hubble's law, and understand the big bang theory and the evidence that supports it (microwave background radiation, relativistic Doppler effect).	E4-13
4. Explain the basics of the fusion processes that are the source of energy of stars.	E47-57, E69-79
5. Explain that the mass of a star and the balance between collapse and fusion determine the color, brightness, lifetime, and evolution of a star.	E69-79, E47-
6. Analyze the life histories of stars and different types of stars found on the Hertzsprung-Russell diagram, including the three outcomes of stellar evolution based on mass (black hole, neutron star, white dwarf).	E69-79
7. Describe how elements with an atomic number greater than helium have been formed by nuclear fusion processes in stars, supernova explosions, or exposure to cosmic rays.	E69-79, E4-13
8. Explain that the redshift from distant galaxies and the cosmic microwave background radiation provide evidence for the big bang model that the universe has been expanding for 13 to 14 billion years.	E58-68
9. Construct a model and explain the relationships among planetary systems, stars, multiple-star systems, star clusters, galaxies, and galactic groups in the universe.	E14-27, E28-36, E37-46, E69-79

The Solar System

Benchmark	Location/Page where Standard is found
ES.3. Broad Concept: Our solar system is composed of a star, planets, moons, asteroids, comets, and residual material left from the evolution of the solar system over time. The sun is one of billions of stars residing in one of billions of galaxies in a universe that has been changing and evolving over vast amounts of time. As a basis for understanding this concept,	

1. Describe the location of the solar system in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light-years.	E4-13, E58-68, E69-79
2. Compare and contrast the differences in size, temperature, and age of our sun and other stars.	E69-79
3. Understand and describe the nebular theory concerning the formation of solar systems, including the roles of planetesimals and protoplanets.	E4-13
4. Observe and describe the characteristics and motions of the various kinds of objects in our solar system, including planets, satellites, comets, and asteroids, and the influence of gravity and inertia on these motions.	E28-36, E37-46, E4-13
5. Explain how Kepler's laws predict the orbits of the planets.	E28-36

The Earth System

Benchmark	Location/Page where Standard is found
ES.4. Broad Concept: Interactions among the solid Earth, hydrosphere, and atmosphere have resulted in ongoing evolution of the earth system over geologic time. As a basis for understanding this concept,	
1. Examine and describe the structure, composition, and function of Earth's atmosphere, including the role of living organisms in the cycling of atmospheric gases.	F77-87, R191-192, F59-60, R146-155, R45-50, R29-30
2. Investigate and describe the composition of the Earth's atmosphere as it has evolved over geologic time (outgassing, origin of atmospheric oxygen, variations in carbon dioxide concentration).	E125-135, E136-143, E165-172, E173-181
3. Describe the main agents of erosion: water, waves, wind, ice, plants, and gravity.	U70-80, U81-89, U90-99, U100-112, U146-154, U155-162
4. Explain the effects on climate of latitude, elevation, and topography, as well as proximity to large bodies of water and cold or warm ocean currents.	E84-95, E117-124, E125-135, U131-137, E105-116
5. Explain the possible mechanisms and effects of atmospheric changes brought on by things such as acid rain, smoke, volcanic dust, greenhouse gases, and ozone depletion.	R43-52, E136-143, E173-181, G31-37, G38-42, E128-135, E136-143

6. Determine the origins, life cycles, behavior, and prediction of weather systems.	F66-76, F77-87, F103-112
7. Investigate and identify the causes and effects of severe weather.	F77-87, F95-102, F103-112, F113-123
8. Explain special properties of water (e.g., high specific and latent heats) and the influence of large bodies of water and the water cycle on heat transport and, therefore, weather and climate.	F128-137, F4-12, U131-137, F37-47, F48-55
9. Describe the development and dynamics of climatic changes over time corresponding to changes in the Earth's geography (plate tectonics/continental drift), orbital parameters (the Milankovitch cycles), and atmospheric composition.	E117-124, E125-135, E105-116, U131-137
10. Describe the nitrogen and carbon cycles and their roles in the improvement of soils for agriculture.	R43-47, E125-135, U155-162, R191-192
11. Explain that the oceans store carbon dioxide mostly as dissolved HCO ₃ ⁻ and CaCO ₃ as precipitate or biogenic carbonate deposits.	F13-22
12. Use weather maps and other tools to forecast weather conditions.	F66-76, F77-87, F88-94, F113-123
13. Use computer models to predict the effects of increasing greenhouse gases on climate for the planet as a whole and for specific regions.	E136-143
14. Read and interpret space weather data (solar flares, geomagnetic storms, solar wind).	E58-68

The Hydrolic Cycle

Benchmark	Location/Page where Standard is found
ES.5. Broad Concept: Water is continually being recycled by the hydrologic cycle through the watersheds, oceans, and the atmosphere by processes such as evaporation, condensation, precipitation runoff, and infiltration. As a basis for understanding this concept,	

1. Explain how water flows into and through a watershed (e.g., properly use terms precipitation, aquifers, wells, porosity, permeability, water table, capillary water, and runoff).	U100-112, U124-130, U138-145, U156-168, R177-183, R146-155
2. Describe the processes of the hydrologic cycle, including evaporation, condensation, precipitation, surface runoff, and groundwater percolation, infiltration, and transpiration.	R146-155, R156-168, R177-183, R184-195
3. Identify and explain the mechanisms that cause and modify the production of tides, such as the gravitational attraction of the moon, the sun, and coastal topography.	E14-27, E28-36

The Rock Cycle

Benchmark	Location/Page where Standard is found
ES.6. Broad Concept: Rocks and minerals are continually being modified within the rock cycle. As a basis for understanding this concept,	
1. Differentiate among the processes of weathering, erosion, transportation of materials, deposition, and soil formation.	U4-13, U70-80, U81-89, U155-162, U90-99
2. Illustrate the various processes and rock types that are involved in the rock cycle, and describe how the total amount of material stays the same throughout formation, weathering, sedimentation, and reformation.	U33-38, U4-13, U14-22, U23-32
3. Explain the absolute and relative dating methods used to measure geologic time.	U49-56, U57-65, U39-48
4. Recognize and explain geologic evidence, including fossils and radioactive dating, that indicates the age of the Earth.	E173-181, E165-172, E148-155, G62-73, G105-117
5. Trace the evolution of the solid Earth in terms of the major geologic eras.	U49-56, U57-65, U105-117

Plate Tectonics

Benchmark	Location/Page where Standard is found
ES.7. Broad Concept: Plate tectonics operating over geologic time has altered the features of land, sea, and mountains on the Earth’s surface. As the basis for understanding this concept,	
1. Explain the work of Alfred Wegener, including reintroduction of the idea of moving continents, and the skepticism with which his theories were first received and why.	G105-117, U62-64
2. Analyze the evidence that supports the hypothesis of movement of the plates (from paleomagnetism, paleontology, paleoclimate, and the continuity of geological structure and stratigraphy across ocean basins).	G62-73, G74-84, G4-13
3. Trace the development of a lithospheric plate from its growing margin at a divergent boundary (midocean ridge) to its destructive margin at a convergent boundary (subduction zone).	G74-84, G62-73, G95-104
4. Explain the relationship between convection currents and the motion of the lithospheric plates.	G85-94, G4-13
5. Explain why, how, and where earthquakes occur, how they are located and measured, and the ways that they can cause damage (directly by shaking and secondarily by fire, tsunami, landsliding, or liquefaction).	G95-104, G122-130, G131-137, G138-145, G146-154, G165-172
6. Observe and explain how rivers and streams are dynamic systems that erode and transport sediment, change their course, and flood their banks in natural and recurring patterns.	U70-80, U81-89, U90-99, U100-112, U113-119, U124-130, U138-145, F95-102

KEY

G: Earth’s Dynamic Geosphere
 U: Understanding Your Environment
 F: Earth’s Fluid Spheres
 R: Earth’s Natural Resources
 E: Earth System Evolution