

# Impressionistic Charts Level 9-12

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ELC-5084

## NGS Standards

### **HS.ESS2-6**

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

### **5-ESS2-1**

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

### **HS-LS2-5**

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

### **MS-ESS2-5**

Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

### **3-5-ETS1-3**

Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

### **2-ESS2-1**

Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

### **4-ESS2-1**

Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

### **MS-ESS3-1**

Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

**HS-ESS1-5**

Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

**HS-ESS3-5**

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

**MS-ESS2-2**

Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

## Common Core Standards

**RI.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**RI.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**RL.4.2**

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.6**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**RL.4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.