

Indiana's Academic Standards 2010 Earth & Space	Indiana's Academic Standards 2016 Earth & Space
<p>ES.1.1 Describe the Big Bang Theory and understand that evidence to support the formation of the universe and its age is found in Hubble's law and the cosmic background microwave radiation. Describe the role of gravitational attraction in formation of stars and galaxies.</p>	<p>ES.1.2 Describe the expanding universe theory, also known as the "Big Bang Theory," based on observed astronomical evidence including: The Doppler Effect, red shift, Hubble's Law, and the cosmic microwave background.</p> <p>ES.1.3 Create a diagram, flowchart, or explanation that details the cooling of energy into protons and early elements, and early elements into superstars and galaxies. Explain the role of gravitational attraction in the formation of stars and galaxies from clouds of these early elements.</p>
<p>ES.1.2 Differentiate between the different types of stars, including our sun, found on the Hertzsprung - Russell diagram. Compare and contrast the evolution of stars of different masses.</p>	<p>ES.1.4 Differentiate between the life cycles of stars of different masses found on the Hertzsprung-Russell Diagram. Differentiate between low, medium (including our sun), and high mass stars by what elements can be produced, and therefore whether or not they can achieve red giant phase or go supernova.</p>
<p>ES.1.3 Understand and discuss the basics of the fusion processes, which are the source of energy of stars and the formation of the elements.</p>	<p>ES.2.3 Develop a model illustrating the layers and life span of the sun. Explain how nuclear fusion in the core produces elements and energy, which are both retained through convection and released to space, including Earth, through radiation. Additionally, elements heavier than iron cannot form in stars, and form only as a result of supernovae.</p>
<p>ES.1.4 Understand and explain the hierarchical relationship and scales of planetary systems, stars, multiple-star systems, star clusters, galaxies and galactic groups in the universe.</p>	<p>ES.1.5 Illustrate the hierarchical relationship and scales of stars, planetary systems including multiple-star systems, star clusters, galaxies and galactic groups in the universe.</p>
<p>ES.2.1 Understand and discuss the nebular theory concerning the formation of solar systems. Include in the discussion the roles of planetesimals and protoplanets.</p>	<p>ES.2.1 Construct a flowchart with diagrams and descriptions outlining the nebular theory of solar system formation. Include the formation of one or more stars, planetesimals, protoplanets, Jovian and terrestrial planets, and other objects including satellites and small bodies.</p>

Indiana's Academic Standards 2010 Earth & Space	Indiana's Academic Standards 2016 Earth & Space
<p>ES.2.2 Describe the characteristics of the various kinds of objects in the solar system (e.g., planets, satellites, comets and asteroids). Recognize that planets have been identified orbiting stars other than the sun.</p>	<p>ES.2.2 Describe the characteristics of the various kinds of objects in the solar system including planets, satellites, comets, asteroids, and protoplanets. Recognize that planets have been identified orbiting stars other than the sun, or exist outside of solar systems orbiting no sun at all. Describe the organization of our solar system including terrestrial and Jovian planets, asteroid belts, and the Oort Cloud.</p>
<p>ES.2.3 Recognize that the sun is the main source of external energy for the Earth. Describe the cycles of solar energy and some of their impacts on the Earth.</p>	
<p>ES.2.4 Describe the motions of the various kinds of objects in our solar system (e.g., planets, satellites, comets and asteroids). Explain that Kepler's laws determine the orbits of those objects and know that Kepler's laws are a direct consequence of Newton's Law of Universal Gravitation together with his laws of motion.</p>	<p>ES.2.4 Use mathematical and/or computational representations to demonstrate the motions of the various kinds of objects in our solar system including planets, satellites, comets, and asteroids. Explain that Kepler's Laws determine the orbits of those objects and know that Kepler's Laws are a direct consequence of Newton's Law of Universal Gravitation together with his laws of motion.</p>
<p>ES.3.1 Understand that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus cycles), which are driven by energy from within the earth and from the sun.</p>	<p>ES.4.1 Create a model that shows the composition, distribution, and circulation of gases in Earth's atmosphere. Show how carbon and oxygen cycles affect the composition through gas exchange with organisms, oceans, the solid earth, and industry.</p>
	<p>ES.3.1 Create flowcharts that show the exchange of carbon and oxygen between the lithosphere, hydrosphere, biosphere, and atmosphere, including carbon dioxide and methane. Explain how human activities such as farming and industry, temperature change in oceans, and natural processes such as volcanic eruptions can speed or slow the cycling from reservoirs within the solid earth and oceans into the atmosphere.</p>

Indiana's Academic Standards 2010 Earth & Space	Indiana's Academic Standards 2016 Earth & Space
	ES.3.2 Create diagrams and flowcharts that show the cycling between the lithosphere, hydrosphere, biosphere, and atmosphere for nitrogen. Complete the same for phosphorus, excluding the atmosphere. Explain how human activities can alter the amounts of both phosphorus and nitrogen between these layers.
ES.3.2 Demonstrate the possible effects of atmospheric changes brought about by natural and human-made processes.	ES.3.3 Analyze and explain how events on one side of the world can alter temperature and precipitation around the globe. Analyze and explain the possible effects of natural and human-driven processes on our atmosphere and climate.
ES.3.3 Identify and differentiate between renewable and nonrenewable resources present within Earth's systems. Describe the possible long-term consequences that increased human consumption has placed on natural processes that renew some resources.	ES.3.4 Evaluate the use of sustainable versus nonrenewable resources. Explain the consequences of overuse and continued increased consumption of limited resources. Analyze and evaluate the benefits of researching, designing, and developing sustainable resources for private use and industry.
ES.3.4 Recognize that fundamental physical and chemical laws control past, present and future dynamic interactions between and within Earth systems.	
ES.4.1 Examine the origins, structure, composition, and function of Earth's atmosphere. Include the role of living organisms in the production and cycling of atmospheric gases.	ES.4.4 Create a model to demonstrate how the Coriolis effect influences the global circulation of the atmosphere. Explain how changes in the circulation of the atmosphere and oceans can create events such as El Niño and La Niña.
ES.4.2 Describe the relationships among evaporation, precipitation, ground water, surface water, and glacial systems in the water cycle. Discuss the effect of human interactions with the water cycle.	ES.4.3 Create a presentation that demonstrates the process of the water cycle on both local and global scales. Illustrate the process of water cycling both from the solid earth to the atmosphere and around the solid earth. Examine the interaction of ground water, surface water, and ocean circulation. Illustrate the effects of human activity on water systems.

Indiana's Academic Standards 2010 Earth & Space	Indiana's Academic Standards 2016 Earth & Space
<p>ES.4.3 Explain the importance of heat transfer between and within the atmosphere, land masses, and bodies of water.</p>	<p>ES.4.2 Create models to demonstrate the circulation, retention, and reflection of heat in regards to the atmosphere, solid land, and bodies of water including lakes and oceans. Demonstrate the effects of cities, various terrain, cloud cover, sea ice, and open water on albedo. Examine local and global heat exchanges, including land & sea breezes, lake effects, urban heat islands, and thermohaline circulation.</p>
<p>ES.4.4 Understand and describe the origin, life cycle, and behavior of weather systems and methods of predicting them. Investigate the causes of severe weather and propose appropriate safety measures that can be taken in the event of severe weather.</p>	<p>ES.4.5 Chart and explain the changes in weather as it relates to humidity, air pressure, and temperature. Explain how these factors result in local wind patterns and cloud cover. Explain the origin, life cycle, and behavior of weather systems, especially severe weather. Create an emergency plan for severe storms, both summer and winter.</p>
<p>ES.4.5 Explain the role of Milankovitch cycles (rotation, revolution, and procession of axis) on differential heating of Earth, leading to climate changes such as the cycles of glaciation.</p>	<p>ES.4.6 Differentiate between weather and climate. Examine long term, natural climate change and periods of glaciation as influenced by Milankovitch Cycles due to the gravity of other solar system bodies (obliquity and precession of axis and eccentricity of orbit). Explain how these are different from any short term (less than thousands of years) changes to climate.</p>
<p>ES.4.6 Understand the origin, effects and uses of tides.</p>	<p>ES.4.7 Create diagrams or models to demonstrate the effect of the gravitational pull of the sun and moon on Earth's oceans. Explain the difference between daily (high and low) tides and monthly (spring and neap) tides. Explain how monthly tides relate to the revolution of the moon, and therefore its phases.</p>
<p>ES.5.1 Describe the large-scale, compositional layers of the Earth.</p>	<p>ES.6.1 Construct a diagram or model that identifies and describes the physical and chemical properties of the crust, mantle, outer core, and inner core of Earth.</p>

Indiana's Academic Standards 2010 Earth & Space	Indiana's Academic Standards 2016 Earth & Space
ES.5.2 Understand the origin and effects of Earth's magnetic field.	ES.6.2 Explain how Earth's fluid outer core creates the magnetosphere and how this helps protect both humans and technology (such as satellites) from solar winds.
ES.5.3 Compare and contrast the properties of rocks and minerals. Explain the uses of rocks and minerals, particularly those found in Indiana, in daily life.	ES.5.1 Construct a lab to analyze minerals based on their physical and chemical properties. Explain how rocks may contain many minerals, one mineral, or no minerals, and minerals can be made of either single elements (such as gold) or compounds (such a silicates).
ES.5.4 Illustrate the various processes involved in the rock cycle and discuss the conservation of matter during formation, weathering, sedimentation and reformation.	ES.5.2 Create a rock cycle flowchart or diagram that demonstrates the processes involved in the formation, breakdown, and reformation of igneous, sedimentary, and metamorphic rock. Show how each type can melt and reform igneous rock, undergo the various metamorphic processes, and undergo physical and chemical weathering to form sedimentary rock.
ES.5.5 Understand the concepts of relative and absolute geologic time and their measurement by means of evidence from fossils and radioactive dating.	ES.5.4 Differentiate between relative and absolute geological time. Detail how sedimentary rock can be dated based on relative-age dating and positioning, while igneous formations can be radiometrically dated. Differentiate between radiocarbon dating used for organic materials and other types of radiometric dating for inorganic rock formation.
ES.5.6 Understand the role of changing sea level and climate in the formation of the sedimentary rocks of Indiana.	ES.5.5 Create a timeline detailing the processes that have occurred in Indiana to create mostly sedimentary bedrock. Explain how changing sea levels, climate, and glaciation have shaped Indiana geology.

Indiana's Academic Standards 2010 Earth & Space	Indiana's Academic Standards 2016 Earth & Space
<p>ES.5.7 Explain how sea level changes over time have exposed continental shelves, created and destroyed inland seas, and shaped the surface of the land.</p>	<p>ES.5.6 Create models or diagrams to show how plate movement and sea level changes have changed continental land masses over time. Include the creation and destruction of inland seas, sedimentary rock formations including evaporites and biochemical formations, and the shaping and destruction of surface features.</p>
<p>ES.6.1 Investigate and discuss how humans affect and are affected by geological systems and processes.</p>	
<p>ES.6.2 Differentiate among the processes of weathering, erosion, transportation of materials, deposition and soil formation.</p>	<p>ES.5.3 Construct a model that demonstrates the difference between weathering, erosion, transportation of material, deposition, and new soil and sedimentary rock formation. Differentiate between types of physical and chemical weathering.</p>
<p>ES.6.3 Explain the origin of geologic features and processes that result from plate tectonics (e.g., earthquakes, volcanoes, trenches and mountain ranges).</p>	<p>ES.6.3 Construct a diagram and explanation showing the convection of Earth's mantle and its impact on the movements of tectonic plates. Explain how the decay of radioactive isotopes and residual energy from Earth's original formation provide the heat to fuel this convective process, which, along with ridge push and slab pull, drive the movements of tectonic plates.</p>
	<p>ES.6.5 Create models that demonstrate different types of orogeny resulting from plate tectonics. Show how the interactions between oceanic and continental plates create different geological features (such as volcanic island arcs or high altitude plateaus) depending on what types of plates are involved in the motions along different plate boundaries.</p>
<p>ES.6.4 Understand and discuss the development of plate tectonic theory, which is derived from the combination of two theories: continental drift and seafloor spreading.</p>	<p>ES.6.4 Create a timeline to show the development of modern tectonic plate theory. Identify and explain how the evidence from the theory of continental drift, seafloor spreading, and paleomagnetism built upon each other to support tectonic plate theory.</p>

Indiana's Academic Standards 2010 Earth & Space	Indiana's Academic Standards 2016 Earth & Space
<p>ES.6.5 Explain that the source of Earth's energy, which drives the process of tectonics, is derived from the decay of radioactive isotopes and gravitational energy from Earth's original formation.</p>	
	<p>ES.1.1 Construct an explanation detailing how space can be studied by observing all frequencies of the electromagnetic radiation with differentiated telescopes and observational tools.</p>
	<p>ES.2.5 Explain how scientific theory changes over time with the introduction of new information and observational data. Use works from ancient Greeks such as Ptolemy, and other astronomers including Copernicus, Brahe, Kepler, and Galileo to demonstrate the effect of observational data and scientific discussion on our understanding of the mechanics and motion of our solar system.</p>
	<p>ES.6.6 Create models and differentiate between shield, composite, and cinder cone volcanoes. Explain how volcanoes form, how the chemical composition of lava affects the type of volcanoes formed, and how the location (such as hot spots or along continental or oceanic margins) can affect the types of magma present.</p>
	<p>ES.6.7 Use models, diagrams, and captions to explain how tectonic motion creates earthquakes and tsunamis. Using resources such as indianamap.org, analyze how close the school is to known faults and liquefaction potential. Differentiate between intraplate fault zones such as the Wabash Valley Fault System and the more commonly discussed faults along tectonic margins.</p>

Indiana's Academic Standards 2010 Earth & Space	Indiana's Academic Standards 2016 Earth & Space
	<p>ES.6.8 Create an action plan detailing what to do in an emergency if an earthquake occurred near the school or home. Detail what should be kept in an earthquake preparation kit, how to prepare homes for earthquake safety, and what actions should be taken during and after an earthquake to ensure personal safety.</p>