

NASA: The World Will Not End In 2012

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NASA issued a statement Monday reaffirming its belief that the world will not end in 2012, despite warnings from those predicting the apocalypse. "Nothing bad will happen to the Earth in 2012. Our planet has been getting along just fine for more than 4 billion years, and credible scientists worldwide know of no threat associated with 2012," the space agency said in a statement posted on its frequently asked questions segment of its website. NASA said predictions that the world will end in 2012 were based more in myth than in fact. NASA officials sought to debunk rumors that the Mayan calendar has predicted the end of the world in 2012, saying the prediction is little more than misinformation.

"Just as the calendar you have on your kitchen wall does not cease to exist after December 31, the Mayan calendar does not cease to exist on December 21, 2012. This date is the end of the Mayan long-count period but then — just as your calendar begins again on January 1 — another long-count period begins for the Mayan calendar," says NASA. According to the ancient Mayan calendar, the 2012 winter solstice marks the end of a 144,000-day cycle. This cycle, which begins at the mythical Maya creation date, has already been repeated 12 times. The 13th will end in 2012, capping a full 5,200-year Mayan cycle of creation, according to those predicting the apocalypse.

The latest statement from NASA comes as the space agency has sought to downplay and debunk rumors put forth by a number of websites in recent years. The space agency has repeatedly issued statements explaining a number of cosmological events, including solar storms and flybys of asteroids. The Earth is always vulnerable to impacts by comets and asteroids, but giant impacts are rare, with the last major collision taking place 65 million years ago, ending the Age of Dinosaurs.

1. In appropriate paragraph form, compare and contrast the rationale provided via those responsible for predictions of the world ending with that of NASA. Thoroughly explain your reasoning and provide specific artifacts and evidence limited solely to passage above to support your response. Create and illustrate a Venn Diagram to effectively explore relationships and patterns and to make arguments about relationships between sets. **(LA.910.3.2.2; LA.910.1.6.2; MA.912.D.7.2; MA.912.A.10.1)**
2. Define a variable and write an algebraic expression representing three unique phrases from the passage above. In addition, write an algebraic equation to model two situations above. **(MA.912.A.10.1; MA.912.A.2.13; MA.912.A.3.5)**
3. Identify, apply, and model the distributive, associative, and communicative properties of real numbers based upon the passage above. **(MA.912.A.2.13; MA.912.A.3.2; MA.912.A.10.1)**
4. Write an equation to model a situation as described in the passage above. Solve each equation. Check your answer and justify each step via explaining the property adjacent to each step. **(MA.912.A.10.1; MA.912.A.2.13; MA.912.A.3.5)**
5. In mathematics, an inequality is a statement how the relative size or order of two objects, or about whether they are the same or not. Define a variable and write an inequality to model a situation identified in the passage above. Explain your mathematical reasoning in selecting either an open or closed dot as you graph your inequality. Explain how one might interpret phrases like "at least" and "at most" in an inequality that represents a real-world situation. **(MA.912.A.10.1; MA.912.A.1.4; MA.912.A.2.13; MA.912.A.2.1; MA.912.A.2.2; MA.912.A.3.4; MA.912.A.3.5)**
6. The slope of a line describes its steepness. A higher slope value indicates a steeper incline. The slope is defined as the ratio of the "rise" divided by the "run" between two points on a line, or in other words, the ratio of the altitude change to the horizontal distance between any two points on the line. Given two points (x_1, y_1) and (x_2, y_2) on a line, the slope m of the line. Determine whether each statement regarding slope is accurate. In the event it is incorrect, explain: A rate of change must be either positive or negative. All horizontal lines have the same slope. A line with slope 1 always passes through the origin $(0,0)$. The slope of a line that passes through Quadrant III must be negative. Two points with the same x-coordinate are always on the same vertical-line and therefore, a function exist. **(MA.912.A.1.4; MA.912.A.2.13; MA.912.A.10.1; MA.912.A.2.1 - MA.912.A.2.4, MA.912.A.3.7 - MA.912.A.3.12)**
7. Using contextual clues only, define the following italicized words: *apocalypse*, *debunk*, *solstice*, and *vulnerable* as obtained from the passage above. Additionally, use each word in a complete sentence to demonstrate further comprehension. **(LA.910.1.6.3; LA.910.1.6.1)**
8. **SARASOTA MILITARY ACADEMY WORD-OF-THE-WEEK** Create a concluding paragraph aligned with the passage above using the following italicized word: *Grievous* (Adj.) Hurtful; Injurious. **(LA.910.1.6.1; LA.910.1.6.5)**

Next Generation Sunshine State Standards adapted from floridastandards.org. Standards specifically addressed in this edition are strategically aligned with state standards and annotated adjacent to the respective inquiry.

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