

IES Correlations to Minnesota

Earth Science Standards

Correlation Key:

"XX" **In-depth Coverage** = In-depth coverage of concept in Student Edition.

"X" **Coverage** = Coverage in Student and/or Teacher Edition supports the development of the concept.

Climate and Weather	Our Dynamic Planet	Energy Resources	Fossils	Materials and Minerals	Oceans	Rocks and Landforms	Soil	Water as a Resource
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Science As Inquiry

Media, Observation, and Investigation: Answer questions using information gathered through direct observations, experiments and other sources.

Intermediate Level

What students should do:

1. Gather information from direct observations or experiments with a variable:

a. frame a question	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. collect, record and display data	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. identify patterns	XX	XX	XX	X	XX	XX	XX	X	XX
d. compare individual findings to large group findings	XX	XX	XX	XX	XX	XX	XX	XX	XX
e. identify areas for further investigations	XX	XX	XX	XX	XX	XX	XX	XX	XX

2. Gather information from media sources:

a. select a topic and frame a question	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. access information from electronic media, print, interviews, and/or other sources	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. record and organize information	XX	XX	XX	XX	XX	XX	XX	XX	XX
d. report findings in written, oral, or visual presentation	XX	XX	XX	XX	XX	XX	XX	XX	XX

3. Gather information through direct observation and interviews:

a. identify a topic or area for investigation	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. write a rich and detailed description of the observation	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. conduct an interview with follow-up questions or design and conduct a survey					XX		X		
d. record and organize information	XX	XX	XX	XX	XX	XX	XX	XX	XX
e. evaluate the findings to identify areas for further investigations	XX	XX	XX	XX	XX	XX	XX	XX	XX

Chance and Data Handling: Apply concepts of chance and data analysis to evaluate information and solve problems in a familiar context.

What students should know:

1. Understand how to find range, mean and median	XX	XX	XX	XX	X			X	XX
2. Understand simple concepts of likelihood: impossible, unlikely, equal chance, likely, certain, fair and unfair	X	XX	X	X	X	X	X	X	X
3. Understand information displayed in graphs, tables and charts	XX	XX	XX	XX	XX	XX	XX	XX	XX

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What students should do:									
1. Answer questions:									
a. collect and organize data	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. represent data (e.g., graphs, charts)	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. communicate results	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Conduct experiments involving uncertainty (e.g., use spinners, number cubes, M&M's)									
a. list possible outcomes	X	X	X	XX	X	X	X	X	X
b. tally, record, and explain results	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. use the results to predict future outcomes	X	X	X	XX	X	X	X	X	X
3. Describe patterns, trends or relationships in data displayed in graphs, tables and/or charts									
	XX	XX	XX	X	XX	XX	XX	XX	X
4. Represent data using at least two graphic forms (e.g., graphs, tables, charts, pictures)									
	XX	XX	XX	X	XX	XX	XX	XX	X
Speaking: Speak to an audience or interact with a group									
What students should do:									
1. Plan and carry out an event in a small group									
a. construct a flow chart of work to be done	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. implement a group work plan	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. demonstrate a variety of cooperative group roles in discussion situations	XX	XX	XX	XX	XX	XX	XX	XX	XX
d. take responsibility for obtaining, organizing, and using materials	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Prepare and give a demonstration to an audience:									
a. describe a step-by-step procedure to complete an action	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. use visuals or manipulatives to illustrate ideas	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. demonstrate effective delivery techniques (e.g. Eye contact, appropriate volume, appropriate expression)	XX	XX	XX	XX	XX	XX	XX	XX	XX
d. answer questions from audience concerning demonstration	XX	XX	XX	XX	XX	XX	XX	XX	XX
Controlled Experiments: Design and conduct a controlled experiment or investigation and interpret the results.									
Middle Level									
What students should do:									
1. Given a topic, use relevant information to generate a hypothesis or frame a question	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Define the control(s), variable and sample size (or number of repetitions)	XX	XX	XX	XX	XX	XX	XX	XX	XX

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3. Set up a method to test the hypothesis	XX	XX	XX	XX	XX	XX	XX	XX	XX
4. Determine how to record and organize data	XX	XX	XX	XX	XX	XX	XX	XX	XX
5. Conduct experiment and record data	XX	XX	XX	XX	XX	XX	XX	XX	XX
6. Analyze data and evaluate hypotheses	XX	XX	XX	XX	XX	XX	XX	XX	XX
7. Identify areas for further investigation	XX	XX	XX	XX	XX	XX	XX	XX	XX
Patterns and Functions: Analyze patterns and use concepts of algebra to represent mathematical relationships.									
What students should know:									
1. Understand the concepts of variables, expressions and equations	XX	XX	XX	XX	XX	XX	XX	XX	XX
What students should do:									
1. Recognize, analyze and generalize patterns found in:									
a. linear and non-linear phenomena	X	X	X		X				
b. data from lists, graphs and tables	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. number theory									
d. sequences		X	X		X	X	X		X
e. rational numbers	X	X	X		X	X	X		X
f. formulas	X	XX	X		X	X	X		X
2. Represent and interpret cause-and-effect relationships using:									
a. algebraic expressions		X			X		X		
b. equations and inequalities		X			X		X		
c. tables and graphs	XX	XX	XX	X	XX	XX	XX	XX	X
d. verbal descriptions	X	XX	X	X	X	X	X	X	X
e. spread sheets	X	X	XX		X	X	X	X	XX
3. In problem situations:									
a. connect verbal, symbolic and graphical representations	X	X	X	X	X	X		X	X
b. identify constraints	X		X		X		X	X	
c. translate algebraic expressions into equivalent forms									
d. propose and justify solutions	X		X		X		X	X	
4. Use properties of mathematics to informally justify reasoning in a logical argument	X		X		X		X		
Direct Observation: Gather information to answer scientific or social science questions.									
What students should do:									

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1. Gather information from direct observations:									
a. frame a question	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. collect and record data	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. display data in appropriate format (e.g., graphs, tables, charts, diagrams)	XX	XX	XX	XX	XX	XX	XX	XX	XX
d. look for patterns in observable data	XX	XX	XX	XX	XX	XX	XX	XX	XX
e. relate findings to new situations or large group findings	XX	XX	XX	XX	XX	XX	XX	XX	XX
f. answer a question or present a position using data	XX	XX	XX	XX	XX	XX	XX	XX	XX
g. identify areas for further investigation	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Gather information through direct observation, interviews or surveys:									
a. frame a question	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. collect data through observation, interviews or surveys	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. record and organize information	XX	XX	XX	XX	XX	XX	XX	XX	XX
d. evaluate the question based on findings	XX	XX	XX	XX	XX	XX	XX	XX	XX
Chance and Data Handling: Apply concepts of chance and techniques of data handling to evaluate and solve problems.									
What students should know:									
1. Calculate basic measures of center and variability (e.g., mean, median, mode, range, quartiles)	XX	XX	XX	XX	X			X	XX
2. Understand basic concepts of probability (e.g., experimental/theoretical, 0- 1 scale, random, sampling, outcomes, fairness)	X	X	X	X	X	X	X	X	X
3. Calculate simple probabilities	X	X	X	X	X	X	X	X	X
What students should do:									
1. Formulate a question and design an appropriate data investigation	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Organize raw data and represent it in more than one way	XX	XX	XX	XX	XX	XX	XX	XX	XX
3. Analyze data by selecting and applying appropriate data measurement concepts (e.g., measure center, variability)	X	X	X	X	X	X	X	X	X
4. Critique various representations of data	X	X	XX	XX	X	X	X	XX	X
5. Devise and conduct a simulated probability situation	X	X	X	X	X	X	X	X	X
6. Predict future results based on experimental results	X	X	XX	X	XX	X	X	XX	XX
Earth and Space Science									
Living and Non-Living Systems: Understand how individuals and objects interact in life, Earth/space systems, and physical systems.									

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Intermediate Level									
What students should know:									
1. Understand characteristics of organisms:									
a. plants			X	X				X	
b. animals			X	X		X			
c. micro-organisms			X			X		X	
2. Understand basic structures and functions of the human body									
3. Understand cycles and patterns in:									
a. living organisms				X		X		X	
b. Earth systems	XX	XX	X	X	X	XX	XX	X	XX
c. physical systems		X	X					X	X
4. Understand how human behavior and technology impact the environment									
5. Understand characteristics of the physical world (e.g., land forms, solar system, electro-magnetism, chemical reactions)									
	XX	XX	XX	XX	XX	XX	XX	XX	XX
What students should do:									
1. Measure and classify objects, organisms, and materials on the basis of their properties and relationships									
	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Make systematic observations of objects, events and/or phenomena:									
a. record data	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. predict change	XX	XX	XX	XX	XX	XX	XX	XX	XX
3. Create a model to illustrate a concept, law, theory or principle									
	XX	XX	XX	XX	XX	XX	XX	XX	XX
4. Identify personal behaviors and use of materials which have a positive impact on the environment									
	X		XX		XX	X	X	XX	XX
Earth Systems:									
Middle Level									
What students should know:									
1. Understand the structure of Earth systems including:									
a. Geosphere (e.g., plate tectonics, volcanoes, earthquakes, earth layers, soil development)		XX	X	X	XX		XX	XX	
b. Hydrosphere (e.g., water cycle, erosion, water bodies)	XX			X		XX	XX		XX
c. Atmosphere (e.g., weather, climate)	XX					X			

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2. Understand concepts of change and consistency in the Earth's history and theories of origin through evidence found in:									
a. fossils			X	XX			X		
b. rocks and layers		XX	X	X			XX		
c. land forms		XX					XX	X	X
d. natural events (e.g., volcanic eruptions, meteorites)	XX	XX			X	X	XX	XX	XX
3. Understand the relative position and motion of objects in the solar system:									
a. moon phases, tides									
b. seasons									
c. eclipses									
d. gravitational force									
e. planetary motion									
What students should do:									
1. Formulate questions to be answered based on systematic observations	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Design and conduct investigations and field studies	XX	XX	XX	XX	XX	XX	XX	XX	XX
3. Analyze data to support or refute hypotheses									
a. identify patterns in data	XX	XX	XX	X	XX	XX	XX	X	XX
b. compare results to know scientific theories, current models and/or personal experience	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. consider multiple interpretations of data	XX	XX	XX	XX	XX	XX	XX	XX	XX
4. Describe how a premise (e.g., medical procedure, invention, claim) is supported by scientific concepts, principles, theories or laws	X	X	X		XX	X			X
5. Create a model to illustrate a contemporary or historical concept, principle, theory or law	XX	XX	XX	XX	XX	XX	XX	XX	XX
Science and Technology									
Group Resources: Manage resources as a team to produce a product or service.									
Middle Level									
What students should know:									
1. Know background information about the product or service to be produced	X				XX	X	XX	X	XX
2. Know basic principles of teamwork	X				XX	X	XX	X	XX
3. Know basic material/processing options	X				XX	X	XX	XX	XX
What students should do:									

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1. Students work as a group to:									
a. identify and describe a product or service to be produced by creating a model, prototype or plan	X				XX	X	XX	XX	XX
b. identify the resources of the team members involved	X				XX	X	XX	XX	XX
c. list the other human and non-human resources required	X				XX	X	XX	XX	XX
d. compare available resources with needs	X				XX	X	XX	XX	XX
e. determine how to get needed resources or revise plan	X				XX	X	XX	XX	XX
f. assign work roles to each member of the team	X				XX	X	XX	XX	XX
g. create a flow chart or schedule describing how the task will be structured and specific work assigned to each member of the team	X				XX	X	XX	XX	XX
h. create the product or service as a group	X				XX	X	XX	XX	XX
i. evaluate effectiveness of the team's management of resources	X				XX	X	XX	XX	XX
Writing: Write for a variety of academic and technical purposes, situations and audiences.									
What students should do:									
1. Write a technical procedure or set of directions that includes:									
a. technical terminology and/or use of tools to perform an action	XX		X		X	X	X	X	X
b. original visual representations to support text, such as illustrations, diagrams, charts or technical drawings	XX		X		X	X	X	X	X
c. sequenced steps using a numbered, bulleted or outlined format	XX		X		X	X	X	X	X
d. precise wording and objective style	XX		X		X	X	X	X	X
e. a glossary of technical terms used in text	X		X		X	X	X	X	X
2. Write a narrative:									
a. describe events from direct experience or observation	XX		X		X	X	XX	X	X
b. use relevant detail and figurative language to create an image of setting, characters and events	X		X		XX	X	X	X	X
c. include dialogue between characters	X		X		X	X	X	X	X
d. show sequence of events or ideas leading to a logical ending	X		X		X	X	X	X	X
3. Write about an idea or an opinion:									
a. give a rationale which includes reasons to support or oppose the opinion	X		X		X	X	X		X
b. use evidence (e.g., factual information, expert opinion) to support ideas	X		X		X	X	X		X
4. Finished products should have correct spelling and mechanics	X		X		X	X	X		X

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Technical Reading: Comprehend technical information from documents or electronic media.									
What students should know:									
1. Know relevant technical vocabulary, use of tools and safety procedures	XX	XX	XX	XX	XX	XX	XX	XX	XX
What students should do:									
1. Apply step-by-step directions using appropriate tools and safety procedures (e.g., set up a lab, assemble/construct a product)	XX	XX	XX	XX	XX	XX	XX	XX	XX
2. Understand information from visual or graphic data (e.g., graphs, charts, tables, technical drawings, flow charts)	XX	XX	XX	XX	XX	XX	XX	XX	XX
Science in Personal and Social Perspectives									
Personal Health and Nutrition: Use a decision-making model to promote personal health, nutrition, and safety.									
Intermediate Level									
What students should know:									
1. Know how to recognize and get help in situations involving abusive or harassing behaviors									
2. Know the consequences of using drugs, alcohol and tobacco									
3. Know strategies to prevent the spread of communicable diseases									
4. Know strategies for preventing accidents									
5. Know age-appropriate nutritional recommendations									
What students should do:									
1. Use a decision-making model to promote healthy behaviors									
2. Use a decision-making model to prevent or reduce the risk of unhealthy behaviors									
3. Demonstrate what to do in case of sudden illness or injury	X	X	X	X	X	X	X	X	X
4. Use a decision-making model to select foods that contribute to a healthy diet									
5. Analyze issues of safety in a school or community situation	X	X	X	X	X	X	X	X	X
Writing: Write for a variety of academic and technical purposes and audiences.									
What students should do:									
1. Write a story based on direct experience or observation. Story must include:									
a. a problem solved, a conflict resolved or a lesson learned	X	X	X	X	X	X	X	X	X
b. a description of setting using vivid details	X	X	X	X	X	X	X	X	X
c. a flow of action leading to a logical ending	X	X	X	X	X	X	X	X	X

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d. an image of at least one character	X	X	X	X	X	X	X	X	X
e. dialogue that captures authentic oral expression	X	X	X	X	X	X	X	X	X
2. Write to request an action or a product. Final edit must be suitable for a real world audience and should include:									
a. necessary information and detail using appropriate vocabulary	X	X	X	X	XX	X	X	X	X
b. use of formal structures and courteous conventions	X	X	X	X	XX	X	X	X	X
3. Edit finished products for correct mechanics and spelling	X	X	X	X	XX	X	X	X	X
Geography and Citizenship: Understand the interaction of people, places and locations.									
What students should know:									
1. Know how to locate regions of the United States and selected regions of the world	X	X	X	X	X	X	X	X	X
2. Identify geographic features and cultural characteristics of regions	X	X	X	X	X	X	X	X	X
What students should do:									
1. Understand characteristics of various world regions:									
a. interpret and use information based on maps and graphic representations	X	XX	XX	X	XX	XX	XX	X	X
b. create mental maps or graphic representations showing knowledge of location	X	XX	XX	X	XX	XX	XX	X	X
c. compare ways in which people from different cultures deal with their physical environment	X	X	X	X	X	X	X	X	X
2. Understand characteristics of the students' local community:									
a. describe how local resources and products are used in the region or the world		X	XX	X	XX	XX	XX	XX	XX
b. research the origins of groups represented in the local community		X	X	X	X	X	X	X	X
c. participate in an activity which contributes to the improvement of your community	X	X	XX	X	XX	XX	XX	XX	XX
Personal Health: Make informed decisions based on information to promote personal health.									
Middle Level									
What students should know:									
1. Know the impact of nutrition, food selection, safety and eating patterns on health									
2. Know how to recognize abusive or harassing behaviors									
3. Know the consequences of using tobacco, alcohol and other drugs									
4. Know how to prevent communicable diseases, HIV/STD infection and pregnancy									
5. Know strategies for preventing accidents and environmental hazards									
6. Know what to do in case of sudden illness or injury									

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7. Know signs and symptoms of health problems that affect adolescents (e.g., chemical abuse, infections, HIV, eating disorders)									
8. Understand sexual responsibility									
9. Know basic structures and systems of the human body									
What students should do:									
1. Analyze the relationship of physical, social and mental health									
2. Apply a decision-making process to analyze health issues and attain personal goals									
3. Analyze how health-related decisions are influenced by internal and external factors (e.g., ability, risk, family, peers)									
4. Demonstrate communication skills (e.g., refusal, negotiation, listening) to express needs and enhance health									
5. Create and implement a nutritional health plan using a decision-making process:									
a. determine dietary recommendations with respect to age, gender and activity level for a specific person									
b. create menus for a specified period of time									
c. analyze and demonstrate food preparation and safety skills									
Current Issue Analysis: Defend a position concerning a current event or issue.									
What students should know:									
1. Know the history, facts and controversy regarding an issue	X	X	XX	X	XX	X	X	X	XX
2. Know the values, beliefs and emotions surrounding an issue	X	X	XX	X	XX	X	X	X	XX
What students should do:									
1. Identify specific events or situations illustrating the impact of the issue	X	X	XX	X	XX	X	X	X	XX
2. Describe a range of opinions or positions on the issue	X	X	XX	X	XX	X	X	X	XX
3. Select and defend a position based on information	X	X	XX	X	XX	X	X	X	XX
4. Describe the responsibilities of citizens involved with the issues	X	X	XX	X	XX	X	X	X	XX
5. Summarize the findings in a written, oral or role-play presentation	X	X	XX	X	XX	X	X	X	XX
Nonfiction Reading, Viewing, Listening: Comprehend, interpret and evaluate information from a variety of nonfiction formats in reading, viewing and listening.									
What students should do:									

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1. Comprehend information from selections which address some abstract or complex ideas:									
a. identify main ideas and supporting details	XX	XX	XX	XX	XX	XX	XX	XX	XX
b. interpret presentations of data in connection with other information in the text (e.g., tables, charts, drawings, graphs)	XX	XX	XX	XX	XX	XX	XX	XX	XX
c. compare and contrast information on the same topic from different types of sources	XX	XX	XX	XX	XX	XX	XX	XX	XX
d. given more than one selection on the same topic, identify differences in the point of view of the authors	XX	XX	XX	XX	XX	XX	XX	XX	XX
e. identify statements of fact and opinion within a selection	XX	XX	XX	XX	XX	XX	XX	XX	XX
f. use structural organizers within a selection to aid comprehension	XX	XX	XX	XX	XX	XX	XX	XX	XX
History and Nature of Science									
Historical Events: Understand historical events and contributions of key people from different time periods.									
Intermediate Level									
What students should know:									
1. Read and construct timelines of key events and the actions of important people	X	X	X	X	X	X	X	X	X
2. Understand the contributions of key historical people	X	X	X	X	X	X	X	X	X
3. Explain cause-and-effect relationships of events over an extended period of time	X	XX	X	X	XX	X	X	X	X
What students should do:									
1. Describe a past event from the point of view of a local community member	X	X	X	X	X	X	X	X	X
2. Reconstruct a historical account of an event using primary and secondary sources (e.g., documents, letters, diaries, maps, textbooks, photographs)	X	X	X	X	X	X	X	X	X
3. Describe how technology has changed the lives of people in the home, at work, in transportation and communication	X	X	X	X	X	X	X	X	X
4. Give examples of conflict, cooperation and interdependence among individuals, groups and nations	X	X	X	X	X	X	X	X	X
Career Exploration: Explore career and education options to make informed decisions for future life choices.									
Middle Level									
What students should do:									
1. Determine areas of individual interest and ability	X	X	X	X	X	X	X	X	X

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2. Determine at least two possibilities for career/education options which reflect personal interests and abilities	X	X	X	X	X	X	X	X	X
3. Gather information for career options from a variety of sources (e.g., print sources, interviews, simulations, mentoring)	X	X	X	X	X	X	X	X	X
4. Describe how each career might affect personal, family and community life	X	X	X	X	X	X	X	X	X