A Correlation of

Pearson
Environmental Science
Your World, Your Turn
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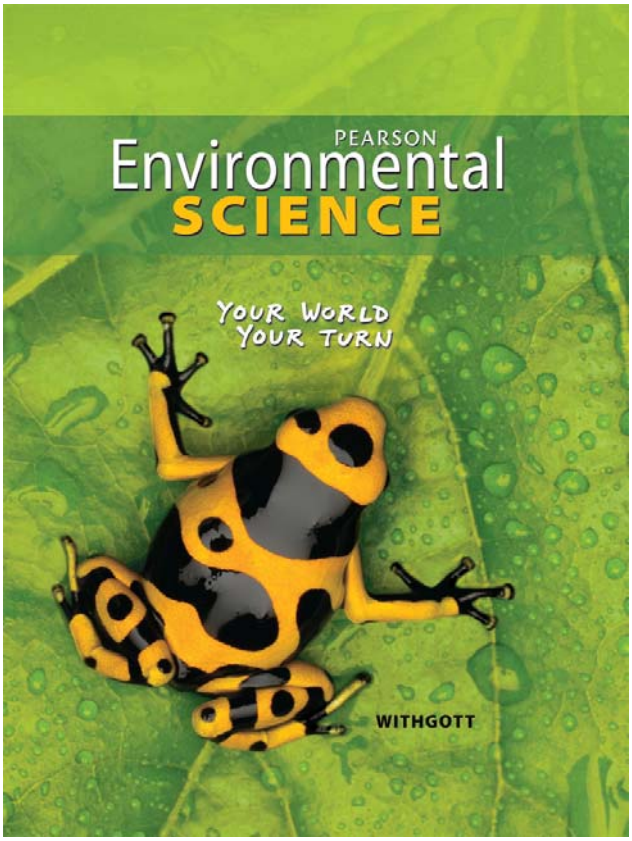

To the

Oklahoma
Academic Standards
for
Environmental Science

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Oklahoma Academic Standards for Environmental Science

Oklahoma Academic Standards for Environmental Science	Environmental Science Your World, Your Turn, ©2011
HS-ESS2 Earth's Systems	
Performance Expectations	
HS-ESS2-1 Students who demonstrate understanding can: Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	**SE/TE:** Supporting Content: Chapter 3, pp. 77-78, Chapter 12, p. 354, p. 358, Chapter 13, pp. 395-397
HS-ESS2-2 Students who demonstrate understanding can: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks and interactions that cause changes to other Earth's systems.	**SE/TE:** Chapter 3, pp. 73-74, Chapter 15, pp. 467-468, Chapter 16, pp. 491-492, pp. 493-494, pp. 495-496, pp. 497-499
HS-ESS2-3 Students who demonstrate understanding can: Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	**SE/TE:** Supporting Content: Chapter 3, pp. 76-77, Chapter 15, pp. 458-459
HS-ESS2-4 Students who demonstrate understanding can: Analyze and interpret data to explore how variations in the flow of energy into and out of Earth's systems result in changes in atmosphere and climate.	**SE/TE:** Chapter 16, pp. 484-486, pp. 488-490, pp. 495-496
HS-ESS2-5 Students who demonstrate understanding can: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	**SE/TE:** Supporting Content: Chapter 3, pp. 69-70, Chapter 12, p. 354, pp. 358-359
HS-ESS2-6 Students who demonstrate understanding can: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	**SE/TE:** Supporting Content: Chapter 3, pp. 83-85
HS-ESS2-7 Students who demonstrate understanding can: Construct an argument based on evidence about the simultaneous co-evolution of Earth's systems and life on Earth.	**SE/TE:** Supporting Content: Chapter 3, pp. 72-75, p. 79, Chapter 5, pp. 126-127, pp. 131-132

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HS-ESS3 Earth and Human Activities	
Performance Expectations	
HS-ESS3-1 Students who demonstrate understanding can: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	**SE / TE:** Chapter 9, 277-282, Chapter 12, pp. 358-361, pp. 362-363, 373-374, 378-380, pp. 381-383, pp. 384-385, Chapter 13, pp. 390-391, pp. 398-402, pp. 408-411, Chapter 14, pp. 418-419, p. 425, pp. 426-427, pp. 428-429, pp. 430-431, pp. 432-434, pp. 441-443, Chapter 15, pp. 450-451, pp. 469-471, pp. 472-473, pp. 474-475, Chapter 16, pp. 482-483, pp. 500-501, pp. 502-507, Chapter 17, pp. 514-515, pp. 534-535, Chapter 18, pp. 548-549, pp. 550-555, pp. 556-560, pp. 561-569
HS-ESS3-2 Students who demonstrate understanding can: Evaluate competing design solutions for developing, managing, and utilizing natural resources based on cost-benefit ratios.*	**SE / TE:** Chapter 2, pp. 37-42, Chapter 13, pp. 390-391, p. 411, Chapter 17, pp. 539-541, pp. 542-543, Chapter 18, pp. 548-549, p. 553, p. 555, p. 560, pp. 565-566, pp. 568-569, pp. 574-575 **TE only:** Chapter 13, p. 407, Chapter 18, p. 558, p. 566
HS-ESS3-3 Students who demonstrate understanding can: Create a computational simulation to illustrate the relationship among management of natural resources, the sustainability of human populations, and biodiversity.	**SE / TE:** Chapter 7, p. 223, Chapter 8, p. 253, Chapter 12, p. 389 **TE only:** Chapter 8, p. 245
HS-ESS3-4 Students who demonstrate understanding can: Evaluate or refine a technological solution that reduces the impacts of human activities on natural systems.*	**SE / TE:** Chapter 8, pp. 246-247, Chapter 12, pp. 375-377, Chapter 14, pp. 442-443, pp. 444-445, Chapter 15, p. 471, pp. 472-473, pp. 474-475, Chapter 16, pp. 503-504, Chapter 18, pp. 574-575, Chapter 19, pp. 593-595, pp. 604-605

SE = Student Edition TE = Teacher's Edition

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HS-LS2 Ecosystems: Interactions, Energy, and Dynamics	
Performance Expectations	
HS-LS2-1 Students who demonstrate understanding can: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	**SE/TE:** Chapter 4, pp. 115-117, p. 123, Chapter 4, p. 135, p. 136 Supporting Content: Chapter 4, pp. 134-138, pp. 153-155
HS-LS2-2 Students who demonstrate understanding can: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	**SE/TE:** Chapter 4, pp. 110-117, Chapter 7, p. 222, p. 223, p. 224 Supporting Content: Chapter 7, pp. 200-206, pp. 207-211
HS-LS2-4 Students who demonstrate understanding can: Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	**SE/TE:** Chapter 5, p. 144, p. 145 Supporting Content: Chapter 3, pp. 81-82, pp. 83-89, Chapter 5, pp. 141-144, pp. 146-148
HS-LS2-6 Students who demonstrate understanding can: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	**SE/TE:** Chapter 5, pp. 149-155 Supporting Content: Chapter 4, pp. 110-113, pp. 114-117, pp. 118-119, Chapter 5, pp. 133-135, pp. 136-138, pp. 139-140
HS-LS2-7 Students who demonstrate understanding can: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment biodiversity.*	**SE/TE:** Chapter 7, p. 214, p. 223, p. 224, Chapter 16, p. 513 Supporting Content: Chapter 7, pp. 212-217, pp. 218-219, Chapter 16, pp. 502-504, p. 505-507

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.