

**Mississippi State Standards:** <http://www.mde.k12.ms.us/acad/id/curriculum/Curr.htm>

<b>Biology</b>	<b>Earth/Environmental Science</b>	<b>Geography</b>
<p><b>LIFE SCIENCE</b></p> <p>3. Investigate and evaluate the interaction between living organisms and their environment.</p> <p style="padding-left: 20px;">c. Examine and evaluate the significance of natural events and human activities on major ecosystems (e.g., succession, population growth, technology, loss of genetic diversity, consumption of resources). (DOK 2)</p> <p><b>INQUIRY</b></p> <p>1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.</p> <p style="padding-left: 20px;">a. Use current technologies such as CD-ROM, DVD, Internet, and on-line data search to explore current research related to a specific topic. (DOK 3)</p>	<p><b>EARTH AND SPACE SCIENCE</b></p> <p>2. Develop an understanding of the relationship of ecological factors that effect an ecosystem.</p> <p>d. Develop a logical argument explaining the relationships and changes within an ecosystem. (DOK 2)</p> <ul style="list-style-type: none"> <li>• How a species adapts to its niche</li> <li>• Process of primary and secondary succession and its effects on a population</li> <li>• How changes in the environment might affect organisms</li> </ul> <p>f. Research and explain how habitat destruction leads to the loss of biodiversity. (DOK 2)</p> <p>3. Discuss the impact of human activities on the environment, conservation activities, and efforts to maintain and restore ecosystems.</p> <p style="padding-left: 20px;">a. Summarize the effects of human activities on resources in the local environments. (DOK 2)</p> <ul style="list-style-type: none"> <li>• Sources, uses, quality, and conservation of water</li> <li>• Renewable and nonrenewable resources</li> </ul>	<p>1. Explain how geography, economics, history, and politics have influenced the development of Mississippi.</p> <p style="padding-left: 20px;">a. Explain how changing conditions can result in a region taking on a new identity (e.g., the Delta, the Coast, etc.).</p> <p>3. Describe the relationship of people, places, and environment through time.</p> <p style="padding-left: 20px;">a. Identify how changes in one environment can produce changes in another (e.g., human, physical).</p> <p>4. Demonstrate the ability to apply and interpret social studies tools (e.g., timelines, maps, globes, graphs, a compass, technology, primary and secondary documents, charts, political cartoons, etc.).</p> <p style="padding-left: 20px;">a. Develop maps and graphs to show the spatial relationships within and between regions of the state (e.g., counties of the state, congressional districts).</p>