

Social Studies



Correlation of
Wisconsin's Model Academic Standards to
Project Learning Tree's PreK - 8
Environmental Education Activity Guide

Wisconsin's Model Academic Standards

Our state has established rigorous goals for teaching and learning in 18 subject areas. As defined in the introduction to each document:

Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- *Content standards refer to what students should know and be able to do.*
- *Performance standards tell how students will show that they are meeting a standard.*
- *Proficiency standards indicate how well students must perform.*

Paraphrased Standards

In this document, you will find that the performance standards have been reworded to fit the tables. We hope these shortened statements will give some meaning to the numbers and letters of the standards as you refer to the tables. While every attempt has been made to preserve the intent of the standards, you should always consult the original wording for clarification, reference, and further correlations.

About These Correlations!

Project Learning Tree (PLT) is a set of environmental education activities that focuses on forestry education. The hands-on interdisciplinary nature of the activities makes them ideal for meeting the needs of educators and students. We hope these correlations help to facilitate the infusion of PLT activities into Wisconsin's classrooms and other educational settings.

Disclaimer ☺

Correlating written activities with the standards is challenging and subjective. Since you may have a different perspective on the standards and the activities, consider these charts as starting points for selecting and using PLT activities.

Direct Relationship

Only direct relationships have been identified. For example, if the use of mathematics is a primary focus of the activity and a performance standard is directly addressed, the standard is marked with a "✱". If the use of mathematics is secondary or the performance standard is simply

reinforced, the standard is marked with a "•". Incidental references to standards have not been correlated. For example, every PLT activity containing references to numbers could be correlated to the A.4 or A. 8 content standards in Mathematics.

Main Activity Only

To limit the scope of this project, correlations have **not** been made to variations, extensions, enrichments, or assessments. In some activities, these enhancements more completely address some of the academic standards.

Correlations Make No Assumptions

These correlations are based on the way the activity is written. They do not take into account the myriad of ways the activity could be modified to address a standard more directly or completely. In addition, if the content of the standard is referred to in the activity's background, but the students do not act on the information in the written activity, it is not included in the correlations.

Links to PLT Activity Descriptions

In the electronic version of this document, click on the name of the PLT activity to jump to a description of the activity. Each description includes the following: objectives, grade levels, subjects and a complete listing of correlations to English Language Arts, Environmental Education, Math, Science, and Social Studies. *Note:* PLT's listing of subjects is not based on Wisconsin's Model Academic Standards. Therefore, a subject might be listed by PLT and not address any standards. In addition, standards might be addressed in an activity without the subject being listed by PLT.

Project Sponsors

The Wisconsin Environmental Education Board provided funding for this project (grant number 2000-0019). Production would not have been possible without the assistance of the Wisconsin Department of Natural Resources and Wisconsin's PLT Advisory Committee. This correlation was completed and designed by Beth Mittermaier.

© 2001 WEEB and WDNR

Social Studies

A. Geography: People, Places, and Environments

Content Standard

Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

Project Learning Tree Activities

Project Learning Tree Activities	Grade	Grade 4											Grade 8										
		A.4.1	A.4.2	A.4.3	A.4.4	A.4.5	A.4.6	A.4.7	A.4.8	A.4.9			A.8.1	A.8.2	A.8.3	A.8.4	A.8.5	A.8.6	A.8.7	A.8.8	A.8.9	A.8.10	A.8.11
Air to Drive	5 - 8																						*
Did You Notice?	K - 8								*					*									
Energy Slueths	6 - 8																					•	
Environmental Exchange Box	K - 8					•						•											
Forest for the Trees	4 - 8			*		•																	
I'd Like to Visit a Place Where . . .	4 - 8			•															•				
Life on the Edge	4 - 8								•														*
Living with Fire	4 - 8								*														
People of the Forest	5 - 8																		*				
Rain Reasons	6 - 8											*											
Resource-Go-Round	4 - 8																	•					
Tepee Talk	4 - 8																			*			

Social Studies

A. Geography: People, Places, and Environments

Content Standard

Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

Project Learning Tree Activities	Grade	Grade 4											Grade 8												
		A.4.1	A.4.2	A.4.3	A.4.4	A.4.5	A.4.6	A.4.7	A.4.8	A.4.9		A.8.1	A.8.2	A.8.3	A.8.4	A.8.5	A.8.6	A.8.7	A.8.8	A.8.9	A.8.10	A.8.11			
Then and Now	5 - 8														*										
Trees for Many Reasons	2 - 8				•																				
Tropical Treehouse – Part B	6 - 8																		*						
Waste Watchers	5 - 8																			•			•	*	
Where are the Cedars of Lebanon?	6 - 8																		•						
Who Works in this Forest?	3 - 6				•																				

Social Studies

B. History: Time, Continuity, and Change

Content Standard

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and future.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

Project Learning Tree Activities	Grade	Grade 4										Grade 8													
		B.4.1	B.4.2	B.4.3	B.4.4	B.4.5	B.4.6	B.4.7	B.4.8	B.4.9	B.4.10	B.8.1	B.8.2	B.8.3	B.8.4	B.8.5	B.8.6	B.8.7	B.8.8	B.8.9	B.8.10	B.8.11	B.8.12		
Did You Notice?	K – 8	*	*								•														
Energy Sleuths	6 – 8																		*						
In the Good Old Days	4 – 8			*				*																	
A Look at Lifestyles	5 – 8													*											
The Native Way	4 – 8	*						*			*			•											•
Paper Civilizations	4 – 8		*						*										•						•
People of the Forest	5 – 8																				•				
Tepee Talk	4 – 8	*																							
Then and Now	5 – 8										•														
Tree Cookies	3 – 8		•							•									•						
Tropical Treehouse – Part B	6 – 8																				*				
Where Are the Cedars of Lebanon?	6 – 8											*		*											

Social Studies

C. Political Science and Citizenship

Content Standard

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

Project Learning Tree Activities	Grade	Grade 4						Grade 8							
		C.4.1 Identify and explain individual rights and responsibilities	C.4.2 Identify our country's citizen rights documents	C.4.3 Explain how groups develop rules of behavior	C.4.4 Explain the basic purpose of American government	C.4.5 Explain how civic actions benefit the community	C.4.6 Use relevant information to understand an issue	C.8.1 Identify and explain democracy's basic principles	C.8.2 Discuss important political documents and decisions	C.8.3 Explain laws and the purposes and powers of government	C.8.4 Describe the separation of power in America	C.8.5 Explain how the Constitution sustains balance	C.8.6 Explain the role of political parties and interest groups	C.8.7 Use relevant information to understand an issue	C.8.8 Identify how advocates participate in public policy debate
Democracy in Action	5 – 8											*		*	
Earth Manners	PreK – 4	*													
Energy Sleuths	6 – 8												*		
Forest Consequences	6 – 8												•		
400-Acre Wood	7 – 8												*		
Improve Your Place	5 – 8												*		
In the Good Old Days	4 – 8				*									•	
Plant a Tree	1 – 8				*										
Power of Print – Part B	6 – 8												•		
Sounds Around – Part B	6 – 8												•	•	
There Ought to Be a Law	3 – 8		*						*				•	•	
Tropical Treehouse – Part B	6 – 8							•							

Social Studies

C. Political Science and Citizenship

Content Standard

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

		Grade 4								Grade 8																	
Project Learning Tree Activities	Grade	C.4.1 Identify and explain individual rights and responsibilities	C.4.2 Identify our country's citizen rights documents	C.4.3 Explain how groups develop rules of behavior	C.4.4 Explain the basic purpose of American government	C.4.5 Explain how civic actions benefit the community	C.4.6 Use relevant information to understand an issue						C.8.1 Identify and explain democracy's basic principles	C.8.2 Discuss important political documents and decisions	C.8.3 Explain laws and the purposes and powers of government	C.8.4 Describe the separation of power in America	C.8.5 Explain how the Constitution sustains balance	C.8.6 Explain the role of political parties and interest groups	C.8.7 Use relevant information to understand an issue	C.8.8 Identify how advocates participate in public policy debate	C.8.9 Describe the role of international organizations						
Watch on Wetlands – Parts B, C, & D	7 - 8																	*									
We Can Work it Out	5 - 8												*					*									

Social Studies

D. Economics: Production, Distribution, Exchange, Consumption

Content Standard

Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

Project Learning Tree Activities	Grade	Grade 4											Grade 8										
		D.4.1	D.4.2	D.4.3	D.4.4	D.4.5	D.4.6	D.4.7					D.8.1	D.8.2	D.8.3	D.8.4	D.8.5	D.8.6	D.8.7	D.8.8	D.8.9	D.8.10	D.8.11
Air to Drive	5 – 8																						*
Energy Sleuths	6 – 8																		•				
Every Drop Counts	4 – 8							*											•				*
A Few of My Favorite Things	4 – 8							*															*
A Forest of Many Uses	5 – 8																						*
A Look at Aluminum	5 – 8																		•				*
Loving It Too Much	6 – 8														•								*
Plant a Tree	1 – 8							*															*
Pollution Search	2 – 6							*															*
Reduce, Reuse, Recycle	4 – 8							*															*
Renewable or Not?	4 – 8		•					*					•										*
Resource-Go-Round	4 – 8																		•				

Social Studies

D. Economics: Production, Distribution, Exchange, Consumption

Content Standard

Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

Project Learning Tree Activities	Grade	Grade 4						Grade 8											
		D.4.1 Describe and explain personal finances	D.4.2 Identify the results of economic decisions	D.4.3 Identify local goods and services with global ties	D.4.4 Explain how business depends upon specialized workers	D.4.5 Distinguish between private and public goods and services	D.4.6 Identify the economic roles of institutions	D.4.7 Describe the effects of personal economic decisions	D.8.1 Explain how money facilitates economic exchanges	D.8.2 Identify and explain basic economic concepts	D.8.3 Describe Wisconsin's role in national and global economies	D.8.4 Describe how investments affect the standard of living	D.8.5 Illustrate the government's role in the economy	D.8.6 Explain viewpoints concerning economic issues	D.8.7 Identify the location and use of natural resources	D.8.8 Explain how and why entrepreneurs take risks	D.8.9 Explain how earning power of workers is determined	D.8.10 Identify the economic roles of institutions	D.8.11 Describe how personal decisions can have a global impact
Talking Trash, Not!	1 - 6						*												*
Trees for Many Reasons	2 - 8						*												*
Waste Watchers	5 - 8																		*
Who Works in this Forest?	3 - 6			*															

Social Studies

E. The Behavioral Sciences:

Individuals, Institutions, and Society

Content Standard

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

		Grade 4														
Project Learning Tree Activities	Grade	E.4.1 Explain the influences on individual learning	E.4.2 Explain the influences on individual development	E.4.3 Describe how families are alike and different	E.4.4 Describe the ways cultures influence people's daily lives	E.4.5 Describe institutions & their contributions to community	E.4.6 Give examples of group and institutional influences	E.4.7 Explain why individuals respond in different ways	E.4.8 Distinguish among the values and beliefs of groups	E.4.9 Explain how people learn about others who are different	E.4.10 Explain how the media may influence opinions & decisions	E.4.11 Explain how artistic creations express culture	E.4.12 Give examples of contributions made by citizens	E.4.13 Investigate the ways cultures meet human needs	E.4.14 Describe the effects of differences in cultures	E.4.15 Describe instances of cooperation and interdependence
Environmental Exchange Box	K – 8									*						
I'd Like to Visit a Place Where . . . – Part A	4 – 8					•										
Life on the Edge	4 – 8										*					
The Native Way	4 – 8							•			*					
People, Places, Things	K – 3					*										
Plant a Tree	1 – 8					•										
Sounds Around – Part C	PreK – K											*				
Tale of the Sun	K – 6										*					
Tepee Talk	4 – 8								•							

Social Studies

E. The Behavioral Sciences:

Individuals, Institutions, and Society

Content Standard

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

Grade 8													
E.8.1	E.8.2	E.8.3	E.8.4	E.8.5	E.8.6	E.8.7	E.8.8	E.8.9	E.8.10	E.8.11	E.8.12	E.8.13	E.8.14
Illustrate the influences on individual learning	Illustrate the influences on individual development	Describe the ways cultures influence people's daily lives	Explain how people may contribute to society	Explain how groups and institutions meet needs	Explain the influences on individual interactions	Explain bias, prejudice, and stereotyping	Show how the media may influence individuals and groups	Give examples of cultural contributions	Explain the influence of cultural expression	Explain how beliefs and practices may lead to conflict	Describe conflict resolution and peer mediation strategies	Compare and contrast the beliefs expressed in art	Describe instances of cooperation and interdependence
				*									
			•										
			*										
			•										
							•						
							*						
								•	•				
		*											
							*						
			•				*						
			*										
			•										

Project Learning Tree Activities	Grade
400-Acre Wood	7 - 8
I'd Like to Visit a Place Where . . . - Part B	4 - 8
Improve Your Place	5 - 8
In the Good Old Days	4 - 8
Life on the Edge	4 - 8
A Look at Aluminum	5 - 8
The Native Way	4 - 8
People of the Forest	5 - 8
Power of Print	6 - 8
Publicize It!	5 - 8
Reduce, Reuse, Recycle	4 - 8
Sounds Around - Part B	6 - 8

Social Studies

E. The Behavioral Sciences:

Individuals, Institutions, and Society

Content Standard

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

- * Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

Performance Standards

		Grade 8													
		E.8.1	E.8.2	E.8.3	E.8.4	E.8.5	E.8.6	E.8.7	E.8.8	E.8.9	E.8.10	E.8.11	E.8.12	E.8.13	E.8.14
		Illustrate the influences on individual learning	Illustrate the influences on individual development	Describe the ways cultures influence people's daily lives	Explain how people may contribute to society	Explain how groups and institutions meet needs	Explain the influences on individual interactions	Explain bias, prejudice, and stereotyping	Show how the media may influence individuals and groups	Give examples of cultural contributions	Explain the influence of cultural expression	Explain how beliefs and practices may lead to conflict	Describe conflict resolution and peer mediation strategies	Compare and contrast the beliefs expressed in art	Describe instances of cooperation and interdependence
Project Learning Tree Activities	Grade														
Tale of the Sun	K – 6									*					
Talking Trash, Not!	1 – 6				•										
Tropical Treehouse – Part B	6 – 8			*						*					
Values on the Line	6 – 8		•				•	•							
Watch on Wetlands – Part A	7 – 8				•										

Air to Drive

Students will ① gain knowledge about possible global changes resulting from the emission of greenhouse gases and other pollutants and ② explain strategies for removing carbon dioxide from the air; Grades 5 – 8; Science, Math, Social Studies.

EE: B.8.10

M: B.8.7

SS: A.8.11, D.8.11

Are Vacant Lots Vacant?

Students will ① describe plants and animals that live at and around the study site and ② give examples of and describe ecological relationships between biotic and abiotic elements at the study site; Grades 4 – 8; Science, Math, Visual Arts.

EE: A.4.1, A.4.2, A.4.3, A.4.4, B.4.4, B.8.5, B.8.8, B.8.10

S: C.4.2, C.4.5, C.4.6, C.8.2, C.8.4, F.4.4

Democracy in Action

Students will ① compare two citizen groups, special-interest groups, or government agencies involved in the same issues, ② create visual representations of the two groups, and ③ explain ways students can become involved in the civic action process through participation in such groups; Grades 5 – 8; Social Studies, Visual Arts.

ELA: F.8.1

EE: D.8.8

SS: C.8.6, C.8.8

Did You Notice?

Students will ① identify changes in their local environment over the course of time and ② create a timeline to illustrate patterns of change over time; Part A: Grades K – 4, Part B: Grades 3 – 8; Social Studies, Language Arts, Visual Arts.

ELA: F.4.1, F.8.1

EE: B.8.24

SS: A.4.8, A.8.4, B.4.1, B.4.2, B.4.8

Earth Manners

Students will express appropriate ways to treat living things and to act in forests, parks, and other natural areas; Grades PreK – 4; Science, Social Studies, Language Arts, Visual Arts.

ELA: C.4.2

EE: D.4.3

SS: C.4.1

Energy Sleuths

Students will ① identify different energy sources, ② discuss the pros and cons of various energy sources from economic, social, and environmental perspectives, and ③ describe some of the ways people use energy in their daily lives; Grades 6 – 8; Science, Social Studies.

ELA: A.8.4, C.8.2, F.8.1

EE: B.8.15, B.8.16, B.8.17, D.8.4

S: E.8.6, F.8.9, F.8.10

SS: A.8.10, B.8.8, C.8.7, D.8.7

Environmental Exchange Box

Students will ① discover some of the resources, products, and other characteristics of their region and ways that people in their region are trying to improve the environment and ② describe similarities and differences between their region and another region with respect to these characteristics; Grades K – 8; Science, Social Studies.

EE: B.8.6, B.8.14

S: E.4.5, F.4.4

SS: A.4.5, A.8.1, E.4.9

Every Drop Counts

Students will ① monitor their daily actions and estimate the amount of water they use in a day, ② describe how water is wasted and why it is important to conserve it, ③ design and implement a water conservation plan, and ④ determine the amount of water and money saved through their plan; Grades 4 – 8; Science, Social Studies, Math.

EE: A.4.2, A.4.3, A.4.4, B.4.10, D.4.1, D.4.2, D.4.3, D.4.4, D.4.6, D.8.5, D.8.6, E.4.1

M: A.4.3, A.8.3, B.4.5, B.8.5, B.8.7, D.4.4, D.8.3, E.4.5, E.8.4

S: C.4.2, C.4.4, C.4.6, C.8.3, C.8.7, E.4.7, E.8.6, F.8.9, F.8.10, G.8.3, H.4.2

SS: D.4.7, D.8.7, D.8.11

A Few of My Favorite Things

Students will ① explain how the different materials that go into making a product all come from natural resources, ② identify natural resources as being renewable or nonrenewable, ③ identify the steps that go into making a product, and ④ describe some of the impacts from obtaining and processing natural resources for making products; Grades 4 – 8; Science, Social Studies, Visual Arts.

EE: B.4.2, B.4.3, B.4.8, B.4.9, B.4.10, B.8.17

S: E.4.7, E.4.8, E.8.6, F.8.10

SS: D.4.7, D.8.11

Forest Consequences

Students will ① evaluate the options for managing or using a piece of forested land and ② make a land-use decision and explore the consequences of that decision; Grades 6 – 8; Science, Social Studies, Language Arts.

ELA: A.8.4, C.8.1, C.8.3

EE: D.8.1, D.8.2, D.8.7

S: B.8.6, F.8.10

SS: C.8.7

Forest for the Trees

Students will ① participate in a simulation designed to teach how forest resources are managed and ② simulate managing a piece of land for various products; Grades 4 – 8; Science, Math, Social Studies.

EE: B.4.9, B.4.10, B.8.2, B.8.5, B.8.8, B.8.10

S: F.4.1, F.4.2, F.4.4, F.8.9, F.8.10

SS: A.4.4, A.4.6

A Forest of Many Uses

Students will ① identify ways that people use forest resources, ② explain that forests are managed to satisfy a variety of human needs, and ③ explore how different forest uses can be balanced with each other; Grades 5 – 8; Science, Social Studies.

EE: B.8.10, B.8.15

S: F.8.9

SS: D.8.11

400-Acre Wood

Students will ① create a management plan for a hypothetical piece of public forest land, taking into account factors such as ecosystem stability, monetary income or costs, wildlife, water, and visitors and ② experience the analysis and decision making that goes into managing forest land; Grades 7 – 8; Science, Math, Social Studies.

EE: B.8.5, B.8.8, B.8.10, B.8.15, D.8.1, D.8.2, D.8.4, D.8.7

M: A.8.1, B.8.2, E.8.4

SS: C.8.7, E.8.5

I'd Like to Visit a Place Where . . .

Students will ① describe the characteristics of their favorite recreational area, ② explain the importance of recreational areas to people and other living things, and ③ conduct a project at a local park to improve a habitat or enhance its suitability to people; Grades 4 – 8; Science, Social Studies, Language Arts, Physical Education, Visual Arts.

ELA: B.4.1

EE: B.4.5, B.4.10, D.4.6, D.8.5, D.8.6

SS: A.4.4, A.8.8, E.4.5, E.8.4

Improve Your Place

Students will ① identify ways they can improve their local area and ② carry out plans to improve the area; Grades 5 – 8; Science, Social Studies, Visual Arts.

EE: D.8.1, D.8.4, D.8.6, D.8.8

SS: C.8.7, E.8.4

In the Good Old Days

Students will ① describe important events in the history of conservation, ② explain how environmental problems and perceptions of environmental quality have changed through history, and ③ express the point of view of a famous figure in the history of conservation; Part A: Grades 4 – 8, Part B: Grades 6 – 8; Science, Social Studies, Visual Arts, Language Arts, Performing Arts.

ELA: A.8.3, B.8.1, F.4.1, F.8.1

S: B.4.2, B.4.3, B.8.1

SS: B.4.3, B.4.7, C.4.5, C.8.8, E.8.4

Life on the Edge

Students will ① identify environmental factors that can cause species to become endangered, ② research the current status of several endangered plants or animals, and ③ present persuasive arguments for the protection of a particular plant or animal species; Grades 4 – 8; Science, Social Studies.

ELA: E.4.3, E.8.3, E.8.4, F.4.1

EE: B.4.6, B.8.2, B.8.5, B.8.8

S: B.4.1, F.4.1, F.4.4, F.8.2, F.8.9

SS: A.4.8, A.8.11, E.4.10, E.8.8

Living with Fire

Students will ① describe a forest fire: how it starts, spreads, and burns out and ② explain several approaches to forest fire management; Grades 4 – 8; Science, Social Studies.

EE: B.8.5, B.8.23

M: E.4.1, E.4.3, E.8.2, E.8.4

S: F.4.4

SS: A.4.8

A Look at Aluminum

Students will ① understand how the unique properties of aluminum make it invaluable for many products and technologies on which we depend, ② describe the steps involved in extracting bauxite and processing aluminum from bauxite, and ③ explain the environmental impacts of producing new aluminum and recycling aluminum products; Grades 5 – 8; Science, Social Studies.

ELA: E.8.4

EE: B.8.17, B.8.20, D.8.5, D.8.6

SS: D.8.2, D.8.11, E.8.8

A Look at Lifestyles

Students will ① analyze a Native American legend and traditional Native American attitudes toward using the land, ② identify some of the values of the early American pioneers, and ③ create a chart comparing our own environmental beliefs and behaviors with those of traditional Native Americans and early pioneers; Grades 5 – 8; Science, Social Studies, Language Arts, Performing Arts.

ELA: C.8.2, F.8.1

EE: B.8.12, B.8.15, B.8.17, D.8.7

SS: B.8.4, E.8.3

Loving It Too Much

Students will ① explain how increased numbers of park visitors and activities outside park boundaries affect ecosystems within national and local parks and ② offer possible solutions to problems facing national and local parks; Grades 6 – 8; Science, Language Arts, Social Studies.

ELA: A.8.4

EE: B.8.5, B.8.10, D.8.1, D.8.2

M: E.8.4

S: F.8.9, F.8.10

SS: D.8.5, D.8.11

The Native Way

Students will describe traditional Native American lifestyles and Native Americans' use of natural resources and the land; Grades 4 – 8; Science, Social Studies, Language Arts.

ELA: A.4.3, A.8.3, C.4.3, C.8.3

EE: B.8.9, B.8.12

S: E.8.6

SS: B.4.1, B.4.7, B.8.1, B.8.4, E.4.8, E.4.11, E.8.9, E.8.10

Paper Civilizations

Students will ① chronicle the major events in the history of papermaking and ② create a pictorial representation of the history of paper; Grades 4 – 8; Social Studies, Language Arts, Visual Arts.

ELA: A.4.4, A.8.4

S: E.8.6, H.4.1

SS: B.4.2, B.4.8, B.8.8, B.8.12

Pass the Plants, Please

Students will ① identify edible plant parts and give examples of each, ② describe how plants are used to make various kinds of foods, and ③ discuss the importance of plants in people's diets; Part A: Grades K – 8, Part B: Grades 3 – 8, Part C: Grades PreK – 8; Science, Social Studies, Math, Language Arts.

M: A.4.2

People of the Forest

Students will ① describe the lifestyles of several forest-dwelling peoples of the present or past and ways that they depend upon the forest, ② describe some of the effects forest people have on their environment, and ③ write a story focusing on a day in the life of a member of one group of forest people; Grades 5 – 8; Social Studies, Language Arts.

ELA: A.8.4, B.8.1, C.8.2, F.8.1

EE: B.8.5, B.8.9, B.8.12

SS: A.8.8, B.8.10, E.8.3

People, Places, Things

Students will ① explain how human communities are made up of different types of people, places, and things and how they all fit together and ② investigate some of the people, places, and things that make up their own community; Grades K – 3; Social Studies.

EE: B.4.5

SS: E.4.5

Plant a Tree

Students will ① identify ways that urban trees enrich our lives, ② determine how people care for urban trees, ③ identify areas in the community that would benefit from having more trees, and ④ organize and execute a class tree-planting project in a local area; Grades 1 – 8; Science, Social Studies.

EE: B.8.10, D.4.3, D.4.4, D.4.6, D.8.6, E.4.2

S: F.4.1, F.4.2, F.4.4, F.8.2, F.8.9, F.8.10

SS: C.4.5, D.4.7, D.8.11, E.4.5

Pollution Search

Students will ① identify forms of pollution and describe the effects that various pollutants can have on people, wildlife, and plants and ② describe relationships between various forms of pollution and human actions; Grades 2 – 6; Science, Social Studies, Math.

ELA: C.4.1, C.4.3, C.8.2, C.8.3

EE: B.4.12, B.8.18, B.8.21, E.4.1

S: F.4.4, F.8.9

SS: D.4.7, D.8.11

Power of Print

Students will ① compare different sections of a daily newspaper, ② analyze some of the ways that ideas and opinions are expressed through word choice, ③ research opposing sides of a local environmental issue, and ④ write articles on environmental issues using both objective and subjective points of view; Grades 6 – 8; Social Studies, Language Arts, Visual Arts, Performing Arts.

ELA: A.8.4, B.8.1, C.8.2, D.8.1, F.8.1

EE: A.8.1, A.8.2, C.8.1, C.8.3, C.8.4

SS: C.8.7, E.8.8

Publicize It!

Students will ① plan and carry out a community action project and ② use the media to create public awareness about the event; Grades 5 – 8; Science, Social Studies; Language Arts, Visual Arts, Performing Arts.

ELA: B.8.1, B.8.2, E.8.3, E.8.4

EE: D.8.3, D.8.5, D.8.6

SS: E.8.4, E.8.8

Rain Reasons

Students will ① explore how variations in water, light, and temperature affect plant growth and ② describe how precipitation and geography can affect the plant and animal species that are found in a particular region; Grades 6 – 8; Science, Math, Social Studies.

M: A.8.1, D.8.3, E.8.4

S: C.8.1, C.8.2, C.8.3, C.8.4, C.8.5, C.8.6, C.8.7, E.8.3, F.8.8

SS: A.8.1

Reduce, Reuse, Recycle

Students will ① learn about ways to reduce solid waste in their community by reducing consumption, reusing products, recycling materials, and composting and ② communicate to others the importance of recycling in their community; Projects 1 and 2: Grades 4 – 8, Project 3: Grades 6 – 8; Science, Math, Social Studies, Language Arts.

ELA: B.4.1, B.4.2, E.8.3

EE: B.4.11, B.8.20, D.4.3, D.4.6, D.8.5, D.8.6

M: A.8.3, B.8.7

S: E.4.7

SS: D.4.7, D.8.11, E.8.4

Renewable or Not

Students will ① identify renewable, nonrenewable, perpetual, reusable, and recyclable resources and explain the differences among them and ② play a game that simulates society's use of renewable and nonrenewable resources; Grades 4 – 8; Science, Social Studies.

EE: B.4.8, B.4.9, B.8.13, B.8.16

S: E.4.7, E.4.8, E.8.6

SS: D.4.2, D.4.7, D.8.2, D.8.11

Resource-Go-Round

Students will ① identify the natural resources from which products are derived, ② trace the lifecycle of a product from natural resources, to the raw materials, to the finished product, and ③ describe how energy is consumed in the manufacturing and transportation of products and how it might be conserved; Grades 4 – 8; Science, Social Studies.

EE: B.4.2, B.4.8, B.4.10, B.8.13, B.8.15, B.8.16, B.8.17, B.8.18

S: E.4.7, E.4.8

SS: A.8.7, D.8.7

Sounds Around

Students will ① identify sounds and map their location in the environment, ② explain how noise can be a problem in the community, ③ create and carry out a plan to lessen a local noise problem, and ④ study a Greek myth about sounds in nature; Part A: Grades 1 – 6, Part B: Grades 6 – 8, Part C: Grades PreK – K; Science, Language Arts, Social Studies, Math.

ELA: C.4.2

EE: A.8.1, A.8.2, A.8.4, A.8.5, B.8.18, B.8.21, B.8.23, C.8.2, D.8.6

M: D.8.3, E.8.1, E.8.2, E.8.4

S: C.8.4, C.8.6, D.8.8, F.8.2

SS: C.8.7, C.8.8, E.4.11, E.8.4

Tale of the Sun

Students will ① describe how stories reveal the beliefs of the people who tell them and ② read or listen to an American Indian story to gain insight on the vital importance of the sun; Grades K – 6; Language Arts, Science, Social Studies.

ELA: A.4.3, A.8.3, C.4.2, C.8.2

EE: B.8.9, B.8.12

SS: E.4.11, E.8.10

Talking Trash, Not!

Students will ① analyze the solid waste that they generate over a period of time, ② describe what happens to various types of waste when it's discarded, and ③ develop and implement a plan for reducing the amount of waste they generate; Grades 1 – 6; Science, Social Studies, Math.

EE: B.4.10, B.8.20, D.4.6, D.8.1, D.8.5, D.8.6, E.4.1

S: E.4.7, E.8.6

SS: D.4.7, D.8.11, E.8.4

Tepee Talk

Students will describe several different types of Native American shelters and the materials that were used to make them; Grades 4 – 8; Science, Social Studies, Visual Arts.

EE: B.8.12, B.8.15

SS: A.8.9, B.4.1, E.4.9

Then and Now

Students will ① describe the environmental changes that have occurred in their community over the course of time, ② discuss whether those changes have been positive or negative for the community, and ③ discuss ways to remedy negative changes; Grades 5 – 8; Social Studies, Science, Language Arts.

EE: B.8.5, B.8.10, B.8.15, B.8.24

SS: A.8.4, B.8.1

There Ought to Be a Law

Students will ① describe how a group of students can make and change rules, ② compare rulemaking in a group to the lawmaking process in local government, ③ research the steps necessary to make a proposed change in their community, and ④ create a poster that shows the effects of their proposed change and that depicts the lawmaking process; Part A: Grades 3 – 8, Part B: Grades 6 – 8; Math, Social Studies, Language Arts, Visual Arts.

ELA: F.8.1

EE: D.8.4, D.8.8

SS: C.4.3, C.8.3, C.8.7, C.8.8

Tree Cookies

Students will ① identify heartwood, sapwood, and a tree's annual rings, ② infer from a tree's rings what damage or stress might have occurred in its life, and ③ make a timeline of human history that coincides with a tree's rings; Grades 3 – 8; Science, Social Studies, Visual Arts, Language Arts.

S: F.4.1, F.4.2, F.4.4, F.8.2, F.8.9

SS: B.4.2, B.4.7, B.8.7

Trees for Many Reasons

Students will discuss and analyze a fictional story relating to the proper and improper use of natural resources; Part A: Grades 2 – 8, Part B: Grades 6 – 8; Science, Social Studies, Language Arts.

ELA: A.8.3, C.4.2, C.8.2, C.8.3

EE: B.8.5, B.8.8, B.8.10, D.8.5, D.8.7, E.8.2

S: F.4.4, F.8.9, F.8.10

SS: A.4.4, D.4.7, D.8.11

Tropical Treehouse

Students will ① describe the plants and animals that live in different levels of the tropical rainforest, ② examine and discuss a case study that involves the rights of native inhabitants of a tropical rainforest in a national park, and ③ describe the sounds they might encounter when visiting a rainforest; Part A: Grades 3 – 6, Part B: Grades 6 – 8; Science, Social Studies, Language Arts, Performing Arts, Visual Arts.

ELA: A.8.4, C.8.3, F.4.1, F.8.1

EE: B.4.4, B.4.6, B.8.5, B.8.8, B.8.9, B.8.10, B.8.12, B.8.15, B.8.17

S: F.4.1, F.4.4, F.8.9, F.8.10

SS: A.8.8, B.8.10, C.8.3, E.8.3, E.8.10

Values on the Line

Students will ① examine statements regarding environmental issues and determine the degree to which they agree with them, ② share their views and opinions with others and gain awareness on the range of values related to environmental issues, and ③ identify the need for balanced information when forming opinions; Grades 6 – 8; Social Studies, Science.

ELA: C.8.1, C.8.2, C.8.3

EE: C.8.1, D.8.7

SS: E.4.7, E.8.2, E.8.6, E.8.7

Waste Watchers

Students will ① identify ways to save energy in their daily lives and ② explain how saving energy can reduce air pollution; Grades 5 – 8; Science, Math, Social Studies.

EE: B.8.17, B.8.18, B.8.21, D.8.5, D.8.6

M: A.8.1, B.8.7, D.8.3

S: E.8.4, E.8.6

SS: A.8.10, A.8.10, D.8.11

Watch on Wetlands

Students will ① study a wetland ecosystem and ② analyze the issues and opinions relating to the management and protection of wetlands; Grades 7 – 8; Science, Social Studies, Language Arts, Performing Arts.

ELA: A.8.4, C.8.1, C.8.3, F.8.1

EE: A.8.1, A.8.2, A.8.4, B.8.5, B.8.6, B.8.23

S: C.8.1, C.8.2, C.8.3, C.8.4, C.8.5, C.8.6, C.8.7, F.8.8

SS: C.8.7, E.8.4

We Can Work It Out

Students will ① develop solutions to a land-use problem involving urban open space and ② simulate a city council meeting to discuss and decide on a land-use issue; Grades 5 – 8; Social Studies, Language Arts, Visual Arts.

ELA: C.8.1

EE: D.8.1, D.8.2, D.8.7, D.8.8

SS: C.8.3, C.8.7

Where Are the Cedars of Lebanon?

Students will ① investigate how ancient civilizations used natural resources and affected the environment and ② apply environmental lessons learned in the past toward solving current environmental problems; Grades 6 – 8; Social Studies, Science.

EE: B.8.9, B.8.10, B.8.12, B.8.17

S: E.8.6, F.8.8

SS: A.8.8, B.8.2, B.8.4

Who Works in this Forest?

Students will ① explore a variety of jobs that are directly related to forest resources and ② describe how various professionals work together to care for forests; Grades 3 – 6; Science, Social Studies.

EE: B.4.11, B.8.22

SS: A.4.4, D.4.4