

## Correlation between Project Learning Tree Activities and the National Curriculum Standards for Social Studies: *Middle Grades*

### Indexed by Social Studies Curriculum Standard (theme and performance expectation)

CURRICULUM STANDARDS FOR SOCIAL STUDIES (Middle Grades)	PLT ACTIVITIES — PreK–8 Activity Guide			
I. CULTURE	PLT Conceptual Framework Theme	PLT Activity #, Title & Symbol	Grade(s)	
a. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.	Diversity	17 - People of the Forest ● 19 - Values on the Line ○	5,6,7,8 6,7,8	
	Interrelationships	32 - A Forest of Many Uses ○ 33 - Forest Consequences ⊙	5,6,7,8 6,7,8	
	Systems	49 - Tropical Treehouse ○ 50 - 400-Acre Wood ⊙ 53 - On the Move ⊙ 55 - Planning the Ideal Community ⊙ 56 - We Can Work It Out ○ 57 - Democracy in Action ● 58 - There Ought to Be a Law ○	5,6,7,8 7,8 5,6,7,8 6,7,8 5,6,7,8 5,6,7,8 5,6,7,8	
	Structure & Scale	71 - Watch on Wetlands ○ 75 - Tipi Talk ●	7,8 5,6,7,8	
	Patterns of Change	90 - The Native Way ● 91 - In the Good Old Days ○ 92 - A Look at Lifestyles ● 93 - Paper Civilizations ○ 94 - Where Are the Cedars of Lebanon? ⊙	5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8	
	b. Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.	Diversity	4 - Sounds Around ⊙ 19 - Values on the Line ●	5,6,7,8 6,7,8
		Systems	56 - We Can Work It Out ⊙ 57 - Democracy in Action ⊙	5,6,7,8 5,6,7,8
		Patterns of Change	90 - The Native Way ⊙ 91 - In the Good Old Days ○ 92 - A Look at Lifestyles ⊙	5,6,7,8 5,6,7,8 5,6,7,8

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<b>I. CULTURE</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
c. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions beliefs, values, and behaviors contribute to the development and transmission of culture.	Diversity	18 - Tale of the Sun ●	5,6
	Systems	59 - Power of Print ☉ 60 - Publicize It! ☉	5,6,7,8 5,6,7,8
	Patterns of Change	89 - Trees for Many Reasons ☉ 91 - In the Good Old Days ● 93 - Paper Civilizations ○	5,6,7,8 5,6,7,8 5,6,7,8
d. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.	Diversity	4 - Sounds Around ○ 17 - People of the Forest ☉	5,6,7,8 5,6,7,8
	Interrelationships	33 - Forest Consequences ○ 35 - Loving It Too Much ○ 40 - Then and Now ○	6,7,8 6,7,8 5,6,7,8
	Systems	49 - Tropical Treehouse ☉ 54 - I'd Like to Visit a Place Where. . . ○ 56 - We Can Work It Out ○	5,6,7,8 5,6,7,8 5,6,7,8
	Patterns of Change	90 - The Native Way ● 92 - A Look at Lifestyles ●	5,6,7,8 5,6,7,8
e. Articulate the implications of cultural diversity, as well as cohesion, within and across groups.	Diversity	17 - People of the Forest ☉	5,6,7,8
	Systems	56 - We Can Work It Out ☉ 57 - Democracy in Action ○	5,6,7,8 5,6,7,8
<b>II. TIME, CONTINUITY, AND CHANGE</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
a. Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.	Patterns of Change	91 - In the Good Old Days ●	5,6,7,8
b. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.	Interrelationships	40 - Then and Now ○	5,6,7,8
	Patterns of Change	80 - Nothing Succeeds Like Succession ○ 95 - Did You Notice? ○	5,6,7,8 5,6,7,8
c. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.	Interrelationships	40 - Then and Now ○	5,6,7,8
	Patterns of Change	91 - In the Good Old Days ☉ 93 - Paper Civilizations ○ 94 - Where Are the Cedars of Lebanon? (activity + enrichment) ☉ 95 - Did You Notice? (part B) ○	5,6,7,8 5,6,7,8 6,7,8 5,6,7,8

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<b>II. TIME, CONTINUITY, AND CHANGE</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #,Title &amp; Symbol</b>	<b>Grade(s)</b>
d. Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.	Interrelationships	35 - Loving it Too Much ○ 40 - Now and Then ○	5,6,7,8 5,6,7,8
	Patterns of Change	90 - The Native Way ○ 95 - Did You Notice? ⊙	5,6,7,8 5,6,7,8
e. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.	Diversity	17 - People of the Forest ○ 18 - Tale of the Sun ○	5,6,7,8 5,6
	Interrelationships	40 - Then and Now ○	5,6,7,8
	Patterns of Change	90 - The Native Way ⊙ 92 - A Look at Lifestyles ⊙ 95 - Did You Notice? (part B) ○	5,6,7,8 5,6,7,8 5,6,7,8
f. Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.	Interrelationships	35 - Loving It Too Much ○ 40 - Then and Now ○	6,7,8 5,6,7,8
	Patterns of Change	94 - Where Are the Cedars of Lebanon? ○	6,7,8
<b>III. PEOPLE, PLACES, &amp; ENVIRONMENTS</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #,Title &amp; Symbol</b>	<b>Grade(s)</b>
a. Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.	Systems	50 - 400-Acre Wood ○	7,8
b. Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.			n/c
c. Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.	Systems	55 - Planning the Ideal Community ⊙	6,7,8
d. Estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns.	Patterns of Change	96 - Improve Your Place ○	5,6,7,8
<b>III. PEOPLE, PLACES, &amp; ENVIRONMENTS</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #,Title &amp; Symbol</b>	<b>Grade(s)</b>

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Part II: Middle Grades

e. Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem.	Diversity	29 - Rain Reasons ○	6,7,8
	Structure and Scale	71 - Watch on Wetlands ⊙	7,8
f. Describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them.	Interrelationships	29 - Rain Reasons ○	6,7,8
	Systems	44 - Water Wonders ○	5,6,7,8
g. Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.	Interrelationships	30 - Three Cheers for Trees ○ 33 - Forest Consequences ○ 35 - Loving It Too Much ○	5,6 6,7,8 6,7,8
	Systems	50 - 400-Acre Wood ○ 56 - We Can Work It Out ○	7,8 5,6,7,8
	Structure and Scale	71 - Watch on Wetlands (part C)○	7,8
h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.	Diversity	17 - People of the Forest ⊙ 18 - Tale of the Sun ○	5,6,7,8 5,6
	Interrelationships	35 - Loving It Too Much ○ 40 - Then and Now ○	6,7,8 5,6,7,8
	Structure & Scale	71 - Watch on Wetlands (parts C & D) ○	7,8
	Patterns of Change	90 - The Native Way ○ 95 - Did You Notice? ○	5,6,7,8 5,6,7,8
i. Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national and global settings.	Interrelationships	40 - Then and Now ○	5,6,7,8
j. Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.	Patterns of Change	81 - Living with Fire ○	5,6,7,8

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<b>III. PEOPLE, PLACES, &amp; ENVIRONMENTS</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
k. Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.	Diversity	17 - People of the Forest ○	5,6,7,8
	Interrelationships	31 - Plant a Tree ○ 33 - Forest Consequences ⊙ 35 - Loving It Too Much ⊙ 39 - Energy Sleuths ○	5,6,7,8 6,7,8 6,7,8 6,7,8
	Systems	50 - 400-Acre Wood ⊙ 54 - I'd Like to Visit a Place Where. . . ●	7,8 5,6,7,8
	Structure & Scale	71 - Watch on Wetlands ○ 73 - Waste Watchers ○	7,8 5,6,7,8
<b>IV. INDIVIDUAL DEVELOPMENT &amp; IDENTITY</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
a. Relate personal changes to social, cultural, and historical contexts.			n/c
b. Describe personal connections to place—as associated with community, nation, and world.	Interrelationships	35 - Loving It Too Much ⊙ 40 - Then and Now ⊙	6,7,8 5,6,7,8
	Patterns of Change	96 - Improve Your Place ○	5,6,7,8
c. Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.			n/c
d. Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development.			n/c
e. Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.			n/c
f. Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.	Diversity	19 - Values on the Line ⊙	6,7,8
g. Identify and interpret examples of stereotyping, conformity, and altruism.			n/c

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<b>IV. INDIVIDUAL DEVELOPMENT &amp; IDENTITY</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
h. Work independently and cooperatively to accomplish goals.	The majority of PLT's activities involve cooperative learning as well as independent investigation opportunities, such as:  38 - Every Drop Counts 54 - I'd Like to Visit a Place Where. . . 60 - Publicize It! 73 - Waste Watchers 83 - Reduce, Reuse, Recycle		5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8
<b>V. INDIVIDUALS, GROUPS, &amp; INSTITUTIONS</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
a. Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.			n/c
b. Analyze group and institutional influences on people, events, and elements of culture.	Systems	57 - Democracy in Action ☉ 59 - Power of Print ☉	5,6,7,8 5,6,7,8
	Patterns of Change	91 - In the Good Old Days ○	5,6,7,8
c. Describe the various forms institutions take and the interactions of people with institutions.	Interrelationships	33 - Forest Consequences ○	6,7,8
	Systems	56 - We Can Work it Out ○ 57 - Democracy in Action ☉	5,6,7,8 5,6,7,8
d. Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.	Systems	50 - 400-Acre Wood ○	7,8
e. Identify and describe examples of tension between belief systems and government policies and laws.	Interrelationships	32 - A Forest of Many Uses ○ 33 - Forest Consequences ○ 35 - Loving It Too Much ○	5,6,7,8 6,7,8 6,7,8
	Systems	50 - 400-Acre Wood ○ 56 - We Can Work it Out ☉	7,8 5,6,7,8
f. Describe the role of institutions in furthering both continuity and change.	Interrelationships	32 - A Forest of Many Uses ○	5,6,7,8
	Systems	56 - We Can Work it Out ☉ 57 - Democracy in Action ☉	5,6,7,8 5,6,7,8

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<b>V. INDIVIDUALS, GROUPS, &amp; INSTITUTIONS</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
g. Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.	Interrelationships	32 - A Forest of Many Uses ☉ 33 - Forest Consequences ○ 35 - Loving It Too Much ○	5,6,7,8 6,7,8 6,7,8
	Systems	50 - 400-Acre Wood ○ 56 - We Can Work it Out ☉ 57 - Democracy in Action ☉	7,8 5,6,7,8 5,6,7,8
<b>VI. POWER, AUTHORITY, &amp; GOVERNANCE</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.	Interrelationships	35 - Loving It Too Much ○ 36 - Pollution Search ○ 37 - Talking Trash, Not! ○	6,7,8 5,6 5,6
	Systems	50 - 400-Acre Wood ☉ 56 - We Can Work It Out ○	7,8 5,6,7,8
b. Describe the purpose of government and how its powers are acquired, used, and justified.			n/c
c. Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.	Interrelationships	32 - A Forest of Many Uses ○ 35 - Loving It Too Much ☉ 36 - Pollution Search ○	5,6,7,8 6,7,8 5,6
	Systems	50 - 400-Acre Wood ○ 54 - I'd Like to Visit a Place Where. . . ○ 56 - We Can Work It Out ☉ 57 - Democracy in Action ● 58 - There Ought to Be a Law ○	7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8
	Structure & Scale	71 - Watch on Wetlands ☉	7,8
d. Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.			n/c
e. Identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government.			n/c
f. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.	Interrelationships	36 - Pollution Search ○	5,6

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<b>VI. POWER, AUTHORITY, &amp; GOVERNANCE</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #,Title &amp; Symbol</b>	<b>Grade(s)</b>
g. Describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.	Systems	53 - On the Move ☉	5,6,7,8
h. Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.			n/c
i. Give examples and explain how governments attempt to achieve their stated ideals at home and abroad.			n/c
<b>VII. PRODUCTION DISTRIBUTION &amp; CONSUMPTION</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #,Title &amp; Symbol</b>	<b>Grade(s)</b>
a. Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.	Diversity	12 - Tree Treasures ○ 14 - Renewable or Not? ○ 15 - A Few of My Favorite Things ○	5,6 5,6,7,8 5,6,7,8
	Structure & Scale	69 - Forest for the Trees ☉	5,6,7,8
	Patterns of Change	82 - Resource-Go-Round ○ 83 - Reduce, Reuse, Recycle ○ 84 - A Peek at Packaging ○	5,6,7,8 5,6,7,8 5,6,7,8
b. Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.	Diversity	14 - Renewable or Not? ☉	5,6,7,8
	Interrelationships	38 - Every Drop Counts ○ 39 - Energy Sleuths ○	5,6,7,8 6,7,8
	Systems	50 - 400-Acre Wood ○ 52 - A Look at Aluminum ○	7,8 5,6,7,8
	Patterns of Change	82 - Resource-Go-Round ○ 83 - Reduce, Reuse, Recycle ○	5,6,7,8 5,6,7,8
c. Explain the difference between private and public goods and services.			n/c
d. Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.	Systems	55 - Planning the Ideal Community ○	6,7,8
<b>VII. PRODUCTION DISTRIBUTION &amp; CONSUMPTION</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #,Title &amp; Symbol</b>	<b>Grade(s)</b>

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Part II: Middle Grades

e. Describe the role of specialization and exchange in the economic process.			n/c
f. Explain and illustrate how values and beliefs influence different economic decisions.	Diversity	14 - Renewable or Not? ☉	5,6,7,8
	Interrelationships	33 - Forest Consequences ○	6,7,8
	Systems	56 - We Can Work It Out ○	5,6,7,8
	Structure & Scale	71 - Watch on Wetlands ○	7,8
	Patterns of Change	82 - Resource-Go-Round ○ 83 - Reduce, Reuse, Recycle ○ 85 - Air to Drive ○	5,6,7,8 5,6,7,8 5,6,7,8
g. Differentiate among various forms of exchange and money.			n/c
h. compare basic economic systems according to who determines what is produced, distributed, and consumed.			n/c
i. Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.	Diversity	14 - Renewable or Not? ○	5,6,7,8
j. Use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.	Diversity	14 - Renewable or Not? ○	5,6,7,8
	Interrelationships	33 - Forest Consequences ○ 37 - Talking Trash, Not! ☉ 39 - Energy Sleuths ○	6,7,8 5,6 6,7,8
	Systems	50 - 400-Acre Wood ☉	7,8
	Structure & Scale	69 - Forest for the Trees ○ 71 - Watch on Wetlands ○	5,6,7,8 7,8
	Patterns of Change	82 - Resource-Go-Round ○ 83 - Reduce, Reuse, Recycle ○ 85 - Air to Drive ○ 96 - Improve Your Place ○	5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8

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<b>VIII. SCIENCE, TECHNOLOGY, &amp; SOCIETY</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
a. Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.	Systems	53 - On the Move ○	5,6,7,8
	Patterns of Change	93 - Paper Civilizations ○	5,6,7,8
b. Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.	Diversity	15 - A Few of My Favorite Things ○	5,6,7,8
c. Describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries.	Interrelationships	39 - Energy Sleuths ○ 40 - Then and Now ○	6,7,8 5,6,7,8
d. Explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio and television.	Interrelationships	38 - Every Drop Counts ○ 39 - Energy Sleuths ○	5,6,7,8 6,7,8
e. Seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.			n/c
<b>IX. GLOBAL CONNECTIONS</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
a. Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.	Diversity	7 - Habitat Pen Pals ○ 20 - Environmental Exchange Box ○	5,6 5,6,7,8
	Patterns of Change	89 - Trees for Many Reasons ⊙ 91 - In the Good Old Days ○	5,6,7,8 5,6,7,8

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IX. GLOBAL CONNECTIONS	PLT Conceptual Framework Theme	PLT Activity #, Title & Symbol	Grade(s)
<p>b. Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.</p>	Diversity	4 - Sounds Around ○ 19 - Values on the Line ○	5,6,7,8 6,7,8
	Interrelationships	33 - Forest Consequences ⊙ 35 - Loving It Too Much ○	6,7,8 6,7,8
	Systems	50 - 400-Acre Wood ⊙ 56 - We Can Work It Out ● 59 - Power of Print ○	7,8 5,6,7,8 5,6,7,8
	Structure & Scale	71 - Watch on Wetlands ⊙	7,8
<p>c. Describe and analyze the effects of changing technologies on the global community.</p>			n/c
<p>d. Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development and environmental quality.</p>	Interrelationships	33 - Forest Consequences ○ 35 - Loving It Too Much ⊙ 36 - Pollution Search ⊙ 37 - Talking Trash, Not! ⊙ 38 - Every Drop Counts ○ 39 - Energy Sleuths ○	6,7,8 6,7,8 5,6 5,6 5,6,7,8 6,7,8
	Systems	50 - 400-Acre Wood ○ 52 - A Look at Aluminum ○ 60 - Publicize It! ○	7,8 5,6,7,8 5,6,7,8
	Structure & Scale	71 - Watch on Wetlands ● 72 - Air We Breathe ● 73 - Waste Watchers ●	7,8 6,7,8 5,6,7,8
	Patterns of Change	82 - Resource-Go-Round ○ 83 - Reduce, Reuse, Recycle ○ 84 - A Peek at Packaging ○ 85 - Air to Drive ⊙ 86 - Our Changing World ⊙ 94 - Where Are the Cedars of Lebanon? ○ 96 - Improve Your Place ○	5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8 6,7,8 5,6,7,8
<p>e. Describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people.</p>			n/c

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<b>IX. GLOBAL CONNECTIONS</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
f. Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights.			n/c
g. Identify and describe the roles of international and multinational organizations.			n/c

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<b>X. CIVIC IDEALS &amp; PRACTICES</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>	
<p>d. Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.</p>	Interrelationships	33 - Forest Consequences ☉ 35 - Loving It Too Much ☉ 36 - Pollution Search ○ 37 - Talking Trash, Not! ○ 39 - Energy Sleuths ○	6,7,8 6,7,8 5,6 5,6 6,7,8	
	Systems	50 - 400-Acre Wood ● 55 - Planning the Ideal Community ○ 56 - We Can Work It Out ● 57 - Democracy in Action ● 58 - There Ought to Be a Law ☉ 59 - Power of Print ○ 60 - Publicize It! ●	7,8 6,7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8	
	Structure & Scale	71 - Watch on Wetlands ●	7,8	
	Patterns of Change	84 - A Peek at Packaging ○ 86 - Our Changing World ☉ 96 - Improve Your Place ●	5,6,7,8 5,6,7,8 5,6,7,8	
	<p>e. Explain and analyze various forms of citizen action that influence public policy decisions.</p>	Interrelationships	33 - Forest Consequences ☉ 35 - Loving It Too Much ☉ 36 - Pollution Search ○	6,7,8 6,7,8 5,6
		Systems	50 - 400-Acre Wood ● 52 - A Look at Aluminum ● 56 - We Can Work It Out ● 57 - Democracy in Action ● 58 - There Ought to Be a Law ● 60 - Publicize It! ●	7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8
		Structure & Scale	71 - Watch on Wetlands ☉	7,8
		Patterns of Change	83 - Reduce, Reuse, Recycle ☉ 86 - Our Changing World ☉ 88 - Life On the Edge ☉ 96 - Improve Your Place ●	5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8

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<b>X. CIVIC IDEALS &amp; PRACTICES</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
f. Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.	Interrelationships  Systems  Structure & Scale  Patterns of Change	33 - Forest Consequences ☉ 35 - Loving It Too Much ☉  50 - 400-Acre Wood ☉ 56 - We Can Work It Out ● 57 - Democracy in Action ● 58 - There Ought to Be a Law ○ 60 - Publicize It! ●  71 - Watch on Wetlands ☉  86 - Our Changing World ☉ 88 - Life On the Edge ☉ 96 - Improve Your Place ○	6,7,8 6,7,8  7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8  7,8  5,6,7,8 5,6,7,8 5,6,7,8
g. Analyze the influence of diverse forms of public opinion on the development of public policy and decision-making.	Diversity  Interrelationships  Systems  Structure & Scale  Patterns of Change	19 - Values on the Line ☉  33 - Forest Consequences ☉ 35 - Loving It Too Much ☉  50 - 400-Acre Wood ☉ 56 - We Can Work It Out ● 57 - Democracy in Action ● 58 - There Ought to Be a Law ○ 60 - Publicize It! ●  71 - Watch on Wetlands ☉  83 - Reduce, Reuse, Recycle ○ 86 - Our Changing World ☉ 88 - Life On the Edge ☉ 96 - Improve Your Place ●	6,7,8  6,7,8 6,7,8  7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8  7,8  5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8
h. Analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.	Interrelationships  Systems  Structure & Scale  Patterns of Change	33 - Forest Consequences ○ 35 - Loving It Too Much ○  56 - We Can Work It Out ○ 57 - Democracy in Action ● 58 - There Ought to Be a Law ☉ 60 - Publicize It! ●  71 - Watch on Wetlands ●  86 - Our Changing World ☉ 88 - Life On the Edge ☉ 96 - Improve Your Place ●	6,7,8 6,7,8  5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8  7,8  5,6,7,8 5,6,7,8 5,6,7,8

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<b>X. CIVIC IDEALS &amp; PRACTICES</b>	<b>PLT Conceptual Framework Theme</b>	<b>PLT Activity #, Title &amp; Symbol</b>	<b>Grade(s)</b>
i. Explain the relationship between policy statements and action plans used to address issues of public concern.	Structure & Scale	71 - Watch on Wetlands ☉	7,8
	Patterns of Change	88 - Life On the Edge ☉ 96 - Improve Your Place ●	5,6,7,8 5,6,7,8
j. Examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.	Interrelationships	33 - Forest Consequences ☉ 35 - Loving It Too Much ☉ 36 - Pollution Search ○ 38 - Every Drop Counts ○ 39 - Energy Sleuths ○	6,7,8 6,7,8 5,6 5,6,7,8 6,7,8
	Systems	50 - 400-Acre Wood ● 52 - A Look At Aluminum ○ 54 - I'd Like to Visit a Place Where. . . ☉ 55 - Planning the Ideal Community ○ 56 - We Can Work It Out ● 57 - Democracy in Action ● 58 - There Ought to Be a Law ○ 60 - Publicize It! ●	7,8 5,6,7,8 5,6,7,8 6,7,8 5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8
	Structure & Scale	71 - Watch on Wetlands ☉	7,8
	Patterns of Change	83 - Reduce, Reuse, Recycle ☉ 86 - Our Changing World ☉ 88 - Life on the Edge ☉ 96 - Improve Your Place ●	5,6,7,8 5,6,7,8 5,6,7,8 5,6,7,8

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**Project Learning Tree Correlation to the National Curriculum Standards for Social Studies: *Middle Grades*****Indexed by PLT PreK-8 Activity Number**

PLT Activity Number and Title	Correlation Symbol	Grade(s)	Social Studies Curriculum Standard(s) -- # and letter (see pages 1-16 for text of standard)
<b>DIVERSITY</b>			
1 The Shape of Things			n/c
2 Get in Touch with Trees			n/c
3 Peppermint Beetle			n/c
4 Sounds Around	⊙ ○	5,6,7,8 5,6,7,8	Ib Id, IXb
5 Poet-Tree			n/c
6 Picture This!			n/c
7 Habitat Pen Pals	○	5,6	IXa
8 The Forest of S.T. Shrew			n/c
9 Planet of Plenty			n/c
10 Charting Diversity			n/c
11 Can it be Real?			n/c
12 Tree Treasures	○	5,6	VIIa
13 We All Need Trees			n/c
14 Renewable or Not?	⊙ ○	5,6,7,8 5,6,7,8	VIIb, VIIf VIIa, VIIi, VIIj
15 A Few of My Favorite Things	○	5,6,7,8	VIIa, VIIIb
16 Pass the Plants, Please			n/c
17 People of the Forest	● ⊙ ○	5,6,7,8 5,6,7,8 5,6,7,8	Ia Id, Ie, IIIh IIe, IIIk
18 Tale of the Sun	● ○	5,6 5,6	Ic IIe, IIIh
19 Values on the Line	● ⊙ ○	6,7,8 6,7,8 6,7,8	Ib IVf, Xc, Xg Ia, IXb
20 Environmental Exchange Box	○	5,6,7,8	IXa
<b>INTERRELATIONSHIPS</b>			
21 Adopt a Tree			n/c
22 Trees as Habitat			n/c
23 The Fallen Log			n/c
24 Nature's Recyclers			n/c
25 Birds and Worms			n/c
26 Dynamic Duo			n/c
27 Every Tree for Itself			n/c

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PLT Activity Number and Title	Correlation Symbol	Grade(s)	Social Studies Curriculum Standard(s) -- # and letter (see pages 1-16 for text of standard)
28 Air Plants			n/c
29 Rain Reasons	○	6,7,8	IIIe, IIIf
30 Three Cheers for Trees	○	5,6	IIIg
31 Plant a Tree	○	5,6,7,8	IIIk, Xc
32 A Forest of Many Uses	⊙ ○	5,6,7,8 5,6,7,8	Ve, Vg Ia, Vf, VIc
33 Forest Consequences	⊙ ○	6,7,8 6,7,8	Ia, IIIK, IXb, Xc, Xd, Xe, Xf, Xg, Xh, Xj Id, IIIg, Vc, Ve, Vg, VIII f, VIIj, IXd
34 Who Works in this Forest			n/c
35 Loving it Too Much	⊙ ○	6,7,8 6,7,8	IIIk, IVb, VIc, IXd, Xc, Xd, Xe, Xf, Xg, Xj Id, IId, II f, IIIg, IIIh, Ve, Vg, VIa, IXb, Xh
36 Pollution Search	⊙ ○	5,6 5,6	IXd VIa, VIc, VI f, Xc, Xd, Xe, Xj
37 Talking Trash, Not!	⊙ ○	5,6 5,6	VIIj, IXd VIa, Xc, Xd
38 Every Drop Counts	○	5,6,7,8	VIIb, VIII d, IXd, Xc, Xj
39 Energy Sleuths	○	6,7,8	IIIk, VIIb, VIIj, VIIIc, VIII d, IXd, Xc, Xd, Xj
40 Then and Now	⊙ ○	5,6,7,8 5,6,7,8	IVb Id, IIb, IIc, IId, IIe, II f, IIIh, IIIi, VIIIc
<b>SYSTEMS</b>			
41 How Plants Grow			n/c
42 Sunlight and Shades of Green			n/c
43 Have Seeds, Will Travel			n/c
44 Water Wonders			III f
45 Web of Life			n/c
46 School Yard Safari			n/c
47 Are Vacant Lots Vacant?			n/c
48 Field, Forest, and Stream			n/c
49 Tropical Treehouse	⊙ ○	5,6,7,8 5,6,7,8	Id Ia, Xc
50 400-Acre Wood	● ⊙ ○	7,8 7,8 7,8	Xc, Xd, Xe, Xj Ia, IIIk, VIa, VIIj, IXb, Xf, Xg IIIa, IIIg, Vd, Ve, Vg, VIc, VIIb, IXd
51 Make your Own Paper			n/c

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PLT Activity Number and Title	Correlation Symbol	Grade(s)	Social Studies Curriculum Standard(s) -- # and letter (see pages 1-16 for text of standard)
52 A Look at Aluminum	● ○	5,6,7,8 5,6,7,8	Xe VIIb, IXd, Xj
53 On the Move	⊙ ○	5,6,7,8 5,6,7,8	Ia, VIg VIIIa, Xc
54 I'd Like to Visit a Place Where	● ⊙ ○	5,6,7,8 5,6,7,8 5,6,7,8	IIIk Xj Id, VIc
55 Planning the Ideal Community	⊙ ○	6,7,8 6,7,8	Ia, IIIc VIIId, Xc, Xd, Xj
56 We Can Work It Out	● ⊙ ○	5,6,7,8 5,6,7,8 5,6,7,8	IXb, Xc, Xd, Xe, Xf, Xg, Xj Ib, Ie, Ve, Vf, Vg, VIc Ia, Id, IIIg, Vc, VIa, VIIf, Xh
57 Democracy in Action	● ⊙ ○	5,6,7,8 5,6,7,8 5,6,7,8	Ia, VIc, Xc, Xd, Xe, Xf, Xg, Xh, Xj Ib, Vb, Vc, Vf, Vg, Xb Ie
58 There Ought to Be a Law	● ⊙ ○	5,6,7,8 5,6,7,8 5,6,7,8	Xe Xb, Xc, Xd, Xh Ia, VIc, Xf, Xg, Xj
59 Power of Print	⊙ ○	5,6,7,8 5,6,7,8	Ic, Vb, Xc IXb, Xd
60 Publicize It!	● ⊙ ○	5,6,7,8 5,6,7,8 5,6,7,8	Xc, Xd, Xe, Xf, Xg, Xh, Xj Ic IXd
<b>STRUCTURE AND SCALE</b>			
61 The Closer You Look			n/c
62 To Be a Tree			n/c
63 Tree Factory			n/c
64 Looking at Leaves			n/c
65 Bursting buds			n/c
66 Germinating Giants			n/c
67 How Big Is Your Tree?			n/c
68 Name That Tree			n/c
69 Forest for the Trees	⊙ ○	5,6,7,8 5,6,7,8	VIIa VIIj
70 Soil Stories			n/c
71 Watch on Wetlands	● ⊙ ○	7,8 7,8 7,8	IXd, Xc, Xd, Xh IIIe, VIc, IXb, Xe, Xf, Xg, Xi, Xj Ia, IIIg, IIIh, IIIk, VIIf, VIIj

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PLT Activity Number and Title	Correlation Symbol	Grade(s)	Social Studies Curriculum Standard(s) -- # and letter (see pages 1-16 for text of standard)
72 Air We Breath	● ◎	6,7,8 6,7,8	IXd Xc
73 Waste Watchers	● ○	5,6,7,8 5,6,7,8	IXd IIIk, Xc
74 People, Places, Things			n/c
75 Tipi Talk	●	5,6,7,8	Ia
<b>PATTERNS OF CHANGE</b>			
76 Tree Cookies			n/c
77 Trees in Trouble			n/c
78 Signs of Fall			n/c
79 Tree Lifecycle			n/c
80 Nothing Succeeds Like Succession	○	5,6,7,8	IIb
81 Living With Fire	○	5,6,7,8	IIIj
82 Resource-Go-Round	○	5,6,7,8	VIIa, VIIb, VIIf, VIIj, IXd
83 Reduce, Reuse, Recycle	◎ ○	5,6,7,8 5,6,7,8	Xe, Xj VIIa, VIIb, VIIf, VIIj, IXd, Xc, Xg
84 A Peek at Packaging	○	5,6,7,8	VIIa, IXd, Xc, Xd
85 Air to Drive	◎ ○	5,6,7,8 5,6,7,8	IXd VIIf, IIIj, Xc
86 Our Changing World	◎	5,6,7,8	IXd, Xc, Xd, Xe, Xf, Xg, Xh, Xj
87 Earth Manners			n/c
88 Life on the Edge	◎	5,6,7,8	Xc, Xe, Xf, Xg, Xh, Xi, Xj
89 Tree for Many Reasons	◎	5,6,7,8	Ic, IXa
90 The Native Way	● ◎ ○	5,6,7,8 5,6,7,8 5,6,7,8	Ia, Id Ib, IIe IIId, IIIh
91 In the Good Old Days	● ◎ ○	5,6,7,8 5,6,7,8 5,6,7,8	Ic, IIa IIc Ia, Ib, Vb, IXa
92 A Look at Lifestyles	● ◎	5,6,7,8 5,6,7,8	Ia, Id Ib, IIe
93 Paper Civilizations	○	5,6,7,8	Ia, Ic, IIc, VIIIa
94 Where are the Cedars of Lebanon?	◎ ○	6,7,8 6,7,8	Ia, IIc IIIf, IXd
95 Did You Notice?	◎ ○	5,6,7,8 5,6,7,8	IIId IIb, IIc, IIe, IIIh
96 Improve your Place	● ○	5,6,7,8 5,6,7,8	Xc, Xd, Xe, Xf, Xg, Xh, Xi, Xj IIIId, IVb, VIIj, IXd

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