

**CORRELATION BETWEEN PROJECT LEARNING
TREE ACTIVITIES (K-12) AND THE NATIONAL
CURRICULUM STANDARDS FOR SOCIAL
STUDIES**

EARLY GRADES

April 2008



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INTRODUCTION THE CORRELATIONS

Setting national education standards is part of the education reform movement that has been occurring across the country over the past decade and a half. As part of this reform movement, the Curriculum Standards for Social Studies, published by the National Council for the Social Studies in 1994, were developed to provide a set of criteria against which we can measure the quality of social studies education.

The purpose of *this* document is to provide educators with an easy reference guide as to how Project Learning Tree's activities for students in grades k through 12 correlate to the National Curriculum Standards for Social Studies.

The document is divided into three parts:

- **Part I** is the correlation for grades k - 4;
- **Part II** is the correlation for grades 5 - 8; and
- **Part III** is the correlation for grades 9 - 12.

Finding what you need:

Within each part the correlation is indexed two ways. The first is **by curriculum standard**. Each curriculum standard for social studies is listed according to its fundamental concepts in column one. The PLT conceptual framework theme is listed in column two, the specific activities (within that theme) which support the corresponding standard are listed in column three, and the appropriate grade level is listed in column four. The correlation symbol (see below for a description) is listed next to the activity in column three.

For example:

CURRICULUM STANDARDS FOR SOCIAL STUDIES (Middle Grades)	PLT ACTIVITIES — PreK–8 Activity Guide		
I. CULTURE	PLT Conceptual Framework Theme	PLT Activity #, Title, & Correlation Symbol	Grade(s)

You can use the **curriculum standard index** to identify individual PLT activities that support a specific standard. Or, you can use this section to identify a group of activities that can be used together to cover a particular standard.

The second index is **by PLT activity**. The title of each PLT activity is listed in column one, followed by the correlation symbol in column two (see below for a description of the correlation symbols). The appropriate grade level is listed in column three and the curriculum standards for social studies that are covered by the activity are listed in column four.

For example:

PLT Activity Number and Title	Correlation Symbol	Grade(s)	Social Studies Curriculum Standard(s) -- # and letter
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You can use the **PLT activity index** if you have a particular PLT activity in mind and you want to know which of the curriculum standards for social studies it supports.

The Correlation Symbols:

At the bottom of each page you will find a key to the symbols that appear after each activity title. A filled in circle, ● indicates that the concept is a main focus of the activity. A circle with a dot in the middle, ◐ indicates that the concept is *part* of the focus of the activity. And an open circle, ○ indicates that the concept is addressed in the activity.

While this document addresses the social studies standards at the national level, many of the Project Learning Tree state programs have correlated the PLT activities to state-specific standards for social studies. If you are interested in finding out more information about your state, please contact your PLT state coordinator. PLT coordinator contact information may be found on the PLT web site at www.plt.org, under “How do I get PLT?”

We hope you find this document useful and we welcome any comments you may have.

Sincerely,

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I. Early Grades

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

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

CURRICULUM STANDARDS FOR SOCIAL STUDIES (Early Grades)	PLT ACTIVITIES — PreK-8 Activity Guide		
I. CULTURE	PLT Conceptual Framework Theme	PLT Activity # ,Title & Symbol	Grade(s)
a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.	Diversity Systems Structure and Scale Patterns of Change	13 - We All Need Trees ○ 14 - Renewable or Not ○ 49 - Tropical Treehouse (part A) ○ 54 - I'd Like to Visit a Place Where. . . ○ 58 - There Ought to be a Law (part A) ○ 75 - Tipi Talk ● 90 - Native Ways ■	4 4 3,4 k,1,2,3,4 3,4 4 4
b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.	Diversity Patterns of Change	4 - Sounds Around (parts A, C, variation) ■ 18 - Tale of the Sun ■ 90 - Native Ways (enrichment) ■	k,1,2,3,4 k,1,2,3,4 4
c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expression of culture and influence behavior of people living in a particular culture.	Diversity Patterns Of Change	5 - Poet-Tree ○ 18 - Tale of the Sun ● 87 - Earth Manners ○ 89 - Trees for Many Reasons (part A) ■ 90 - Native Ways ■ 91 - In the Good Old Days ○	3,4 k,1,2,3,4 k,1,2,3,4 2,3,4 4 4
d. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.	Diversity Systems Structure & Scale Patterns of Change	4 - Sounds Around (parts A, C, variation) ○ 13 - We All Need Trees ○ 18 - Tale of the Sun ■ 20 - Environmental Exchange Box ■ 49 - Tropical Treehouse (part A) ○ 54 - I'd Like to Visit a Place Where. . . ○ 75 - Tipi Talk ■ 90 - Native Ways ●	k,1,2,3,4 k,1,2,3,4 k,1,2,3,4 k,1,2,3,4 3,4 k,1,2,3,4 4 4
e. Give examples and describe the importance of cultural unity and diversity within and across groups.	Structure & Scale	74 - People, Places, Things ○	k,1,2,3

Key to Symbols:

- Concept is a main focus of the activity
- Concept is part of the focus of the activity
- Concept is addressed in the activity
- n/c = no correlation for early grades

II. TIME, CONTINUITY, AND CHANGE	PLT Conceptual Framework Theme	PLT ACTIVITY # , TITLE & SYMBOL	Grade(s)
a. Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.	Diversity Patterns of Change	2 - Get in Touch With Trees ○ 4 - Sounds Around (parts A, C and variation) ○ 5 - Poet - Tree ■ 90 - Native Ways ● 91 - In the Good Old Days (part A) ○	k,1,2,3,4 k,1,2,3,4 3,4 4 4
b. Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.	Interrelationships Systems Structure and Scale Patterns of Change	21 - Adopt-a-Tree ○ 24 - Nature's Recyclers ○ 40 - Then and Now ○ 41 - How Plants Grow ■ 53 - On the Move ○ 65 - Bursting Buds ○ 76 - Tree Cookies ■ 78 - Signs of Fall ○ 79 - Tree Lifecycle ■ 80 - Nothing Succeeds Like Succession ○ 81 - Living With Fire (part B) ■ 89 - Tree for Many Reasons (part A) ○ 91 - In the Good Old Days (part A) ○ 93 - Paper Civilizations ● 95 - Did You Notice? ●	3,4 1,2,3,4 3, 4 4 4 k,1,2,3,4 3,4 k,1,2,3,4 k,1,2,3,4 3,4 4 2,3,4 4 4 k,1,2,3,4
c. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.	Systems Interrelationships Structure And Scale Patterns of Change	18 - Tale of the Sun ● 40 - Then and Now (variation) ○ 75 - Tipi Talk ○ 90 - Native Ways ■ 95 - Did You Notice? ○	k,1,2,3,4 3,4 4 4 k,1,2,3,4
d. Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.	Interrelationships Structure And Scale Patterns Of Change	40 - Then and Now ○ 75 - Tipi Talk ○ 76 - Tree Cookies ■ 80 - Nothing Succeeds Like Succession ○ 90 - Native Ways ○ 91 - In the Good Old Days (part A) ■ 95 - Did You Notice? ○	3,4 4 1,2,3,4 3,4 4 4 k,1,2,3,4

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II. TIME, CONTINUITY, AND CHANGE	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
e. Demonstrate an understanding that people in different times and places view the world differently.	Diversity	4 - Sounds Around (parts A, C, variation) ○ 18 - Tale of the Sun ●	prek,1,2,3,4 k,1,2,3,4
	Structure And Scale	75 - Tipi Talk ○	4
	Patterns Of Change	90 - Native Ways ○ 91 - In the Good Old Days ■ 95 - Did You Notice? ○	4 4 k,1,2,3,4
f. Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.	Interrelationships	40 - Then and Now ○	3,4
	Patterns Of Change	90 - Native Ways ○ 95 - Did You Notice? ○	4 k,1,2,3,4
III. PEOPLE, PLACES, & ENVIRONMENTS	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
a. Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.	Diversity	4 - Sounds Around (part A) ○ 20 - Environmental Exchange Box ○	1,2,3,4 k,1,2,3,4
	Structure And Scale	74 - People, Places, Things ○	k,1,2,3
b. Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.	Patterns of Change	82 - Resource-Go-Round ●	4
c. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.	Diversity	10 - Charting Diversity ○	4
	Interrelationships	36 - Pollution Search (part A) ○ 38 - Every Drop Counts ○	2,3,4 4
	Systems	53 - On the Move ■	4
	Patterns of Change	80 - Nothing Succeeds Like Succession ■ 82 - Resource-Go-Round ○	3,4 4
d. Estimate distance and calculate scale.	Diversity	4 - Sounds Around ■	1,2,3,4
	Structure And Scale	67 - How Big Is Your Tree? ■	k,1,2,3,4
e. Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.	Systems	44 - Water Wonders ○	4
		45 - Web of Life ○	4

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III. PEOPLE, PLACES, & ENVIRONMENTS	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
f. Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle.	Interrelationships Systems Patterns Of Change	24 - Nature’s Recyclers ○ 41 - How Plants Grow ● 44 - Water Wonders ○ 76 - Tree Cookies ■ 78 - Signs of Fall ○ 80 - Nothing Succeeds Like Succession ■	1,2,3,4 4 4 3,4 k,1,2,3,4 3,4
g. Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.	Interrelationships Systems Structure And Scale	22 - Trees as Habitats ○ 30 - Three Cheers for Trees ■ 53 - On the Move ■ 74 - People, Places, Things ■ 75 - Tipi Talk ■	3,4 1,2,3,4 4 k,1,2,3 4
h. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.	Diversity Interrelationships Systems Structure And Scale Patterns Of Change	4 - Sounds Around ■ 14 - Renewable or Not ○ 15 - A Few of My Favorite Things ○ 28 - Air Plants ■ 30 - Three Cheers for Trees ■ 34 - Who Works in this Forest? ○ 36 - Pollution Search ○ 38 - Every Drop Counts ■ 40 - Then and Now ○ 49 - Tropical Treehouse (part A) ○ 69 - Forest for the Trees ■ 74 - People, Places, Things ■ 87 - Earth Manners ○ 90 - Native Ways ○ 95 - Did You Notice? ○	1,2,3,4 4 4 3,4 1,2,3,4 3,4 k,1,2,3,4 4 3,4 4 k,1,2,3 k,1,2,3,4 4 k,1,2,3,4
i. Explore ways that the earth’s physical features have changed over time in the local region and beyond and how these changes may be connected to one another.	Interrelationships Patterns of Change	40 - Then and Now ○ 80 - Nothing Succeeds Like Succession ■ 81 - Living With Fire ○	3,4 3,4 4
j. Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.	Interrelationships Patterns Of Change	36 - Pollution Search ○ 81 - Living with Fire ○	k,1,2,3,4 4

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III. PEOPLE, PLACES, & ENVIRONMENTS	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
k. Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.	Diversity	13 - We All Need Trees ■ 15 - A Few of My Favorite Things ■ 16 - Pass the Plants, Please ○	k,1,2,3,4 4 k,1,2,3,4
	Interrelationships	31 - Plant a Tree ○ 32 - A Forest of Many Uses (variation) ○ 38 - Every Drop Counts ■	1,2,3,4 1,2,3,4 4
	Systems	54 - I'd Like to Visit a Place Where... ■	k,1,2,3,4
	Structure And Scale	69 - Forest for the Trees ○ 74 - People, Places, Things ○	4 k,1,2,3
IV. INDIVIDUAL DEVELOPMENT & IDENTITY	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
a. Describe personal changes over time, such as those related to physical development and personal interest.	Patterns of Change	76 - Tree Cookies (variation) ■ 95 - Did You Notice? (part A) ●	1,2,3 k,1,2,3,4
b. Describe personal connections to place—especially place as associated with immediate surroundings.	Diversity	2 - Get in Touch With Trees ○ 4 - Sounds Around (parts A, C, and variation) ○ 5 - Poet - Tree ● 20 - Environmental Exchange Box ■	k,1,2,3,4 k,1,2,3,4 3,4 k,1,2,3,4
	Interrelationships	21 - Adopt a Tree ■ 31 - Plant a Tree ○ 40 - Then and Now ■	1,2,3,4 3,4
	Systems	48 - Field, Forest, Stream ○ 54 - I'd Like to Visit a Place Where... ■	4 k,1,2,3,4
	Structure And Scale	74 - People, Places, Things ●	k,1,2,3
	Patterns Of Change	91 - In the Good Old Days ○ 95 - Did You Notice? ○	4 k,1,2,3,4
c. Describe the unique features of one's nuclear and extended families.			n/c
d. Show how learning and physical development affect behavior.	Diversity	3 - Peppermint Beetle ○ 11 - Can It Be Real? ○	k,1,2,3,4 4

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IV. INDIVIDUAL DEVELOPMENT & IDENTITY	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
e. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.	Interrelationships	38 - Every Drop Counts ○	4
	Patterns of Change	91 - In the Good Old Days (part A) ○	4
f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.	Systems	54 - I'd Like to Visit a Place Where (part A) ■	4
g. Analyze a particular event to identify reasons individuals might respond to it in different ways.	Diversity	4 - Sounds Around (parts A, C, variation) ○	prek,1,2,3,4
h. Work independently and cooperatively to accomplish goals.	The majority of PLT's activities involve cooperative learning and independent research and investigation. For example: 3 - Peppermint Beetle 14 - Renewable or Not 25 - Birds and Worms 54 - I'd Like to Visit a Place Where...		k,1,2,3,4 4 k,1,2,3,4 4
V. INDIVIDUALS, GROUPS, & INSTITUTIONS	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
a. Identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.	Systems	58 - There Ought to be a Law (part A) ○	3,4
	Structure and Scale	75 - Tipi Talk ○	4
b. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.	Diversity	18 - Tale of the Sun ○	k,1,2,3,4
	Systems	58 - There Ought to be a Law (part A) ■	3,4
	Pattern of Change	87 - Earth Manners ○ 90 - Native Ways ■ 91 - In the Good Old Days (part A) ■	k,1,2,3,4 4 4
c. Identify examples of institutions and describe the interactions of people with institutions.	Interrelationships	34 - Who Works in this Forest? ○	3,4
	Systems	54 - I'd Like to Visit a Place Where ■ 58 - There Ought to Be a Law (part A) ■	4 3,4
	Structure and Scale	74 - People, Places, Things ○	k,1,2,3
d. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts.			n/c

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V. INDIVIDUALS, GROUPS, & INSTITUTIONS	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
e. Identify and describe examples of tension between an individual's beliefs and government policies and laws.	Systems	58 - There Ought to be a Law (part A) ○	3,4
f. Give examples of the role of institutions in furthering both continuity and change.	Interrelationships	32 - A Forest of Many Uses (variation) ○	1,2,3,4
	Systems	58 - There Ought to be a Law (part A) ■	3,4
g. Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.	Interrelationships	31 - Plant a Tree ○	1,2,3,4
		32 - A Forest of Many Uses (variation) ○	1,2,3,4
VI. POWER, AUTHORITY, & GOVERNANCE	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
a. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.	Diversity	13 - We All Need Trees ○	4
	Systems	18 - Tale of the Sun ○	k,1,2,3,4
	Structure and Scale	48 - Field, Forest, and Stream ○ 58 - There Ought to be a Law (part A) ○	4 3,4
		63 - Tree Factory ○	3,4
b. Explain the purpose of government.	Systems	58 - There Ought to Be a Law (part A) ○	3,4
c. Give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict.	Interrelationships	36 - Pollution Search ○	k,1,2,3,4
	Systems	58 - There Ought to Be a Law (part A) ○	3,4
d. Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security.			n/c
e. Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.	Systems	58 - There Ought to Be a Law (part A) ○	3,4
f. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.	Interrelationships	32 - A Forest of Many Uses (variation) ○	1,2,3,4
	Systems	36 - Pollution Search ○	k,1,2,3,4
	Patterns of Change	53 - On the Move ○ 58 - The Ought to Be a Law (part A) ■	4 3,4
		90 - Native Ways ■	4

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VI. POWER, AUTHORITY, & GOVERNANCE	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
g. Explore 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 ■	4
h. Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.	Diversity	14 - Renewable or Not ■	4
	Interrelationships	32 - A Forest of Many Uses (variation) ○	1,2,3,4
	Patterns of Change	90 - Native Ways ○	4
VII. PRODUCTION DISTRIBUTION & CONSUMPTION	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
a. Give examples that show how scarcity and choice govern our economic decisions.	Diversity	14 - Renewable or Not ■	4
	Structure And Scale	69 - Forest for the Trees ○	4
	Patterns Of Change	82 - Resource-Go-Round ○ 89 - Trees for Many Reasons (part A) ○ 93 - Paper Civilizations ○	4 2,3,4 4
b. Distinguish between needs and wants.	Diversity	14 - Renewable or Not? ○	4
	Interrelationships	38 - Every Drop Counts ○	4
	Structure and Scale	74 - People, Places, Things ○	k,1,2,3
c. Identify examples of private and public goods and services.	Diversity	13 - We All Need Trees ○	4
	Interrelationships	32 - A Forest of Many Uses (variation) ○	1,2,3,4
	Systems	53 - On the Move ○	4
	Structure And Scale	74 - People, Places, Things ○	k,1,2,3
d. Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.	Structure And Scale	74 - People, Places, Things ■	k,1,2,3
	Patterns of Change	82 - Resource-Go-Round ■	4

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VII. PRODUCTION DISTRIBUTION & CONSUMPTION	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
e. Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.	Interrelationships	32 - A Forest of Many Uses (variation) ○ 34 - Who Works in This Forest ●	1,2,3,4 3,4
	Structure And Scale	69 - Forest for the Trees ○ 74 - People, Places, Things ○	4 k,1,2,3
	Pattern of Change	93 - Paper Civilizations ○	4
f. Describe the influence of incentives, values, traditions, and habits on economic decisions.	Diversity	14 - Renewable or Not? ○	4
	Patterns Of Change	82 - Resource-Go-Round ○	4
g. Explain and demonstrate the role of money in everyday life.			n/c
h. Describe the relationship of price to supply and demand.	Structure And Scale	69 - Forest for the Trees ○	4
i. Use economic concepts such as supply, demand, and price to help explain events in the community and nation.	Diversity	14 - Renewable or Not? ○	4
	Structure and Scale	69 - Forest for the Trees ○	4
j. Apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.	Interrelationships	38 - Every Drop Counts ○	4
	Patterns Of Change	82 - Resource-Go-Round ○	4
VIII. SCIENCE, TECHNOLOGY, & SOCIETY	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
a. Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.	Systems	51 - Make Your Own Paper ○ 53 - On the Move ■	1,2,3,4 4
	Structure And Scale	74 - People, Places, Things ○ 75 - Tipi Talk ○	k,1,2,3 4
	Patterns Of Change	93 - Paper Civilizations ■	4
b. Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.	Systems	49 - Tropical Treehouse (part A)○ 53 - On the Move ○	3,4 4
	Patterns of Change	88 - Life on the Edge ○	4

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VIII. SCIENCE, TECHNOLOGY, & SOCIETY	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
c. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment.	Diversity	15 - A Few of My Favorite Things ○	4
	Interrelationships	36 - Pollution Search ○ 38 - Every Drop Counts ○ 40 - Then and Now ○	2,3,4 4 3,4
	Patterns of Change	88 - Life on the Edge ■	4
d. Identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies.	Interrelationships	36 - Pollution Search ○	2,3,4
	Patterns of Change	88 - Life on the Edge ○	4
e. Suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.	Interrelationships	38 - Every Drop Counts ○	4
	Systems	51 - Make Your Own Paper ○ 54 - I'd Like to Visit a Place Where. . . ○	1,2,3,4 4
	Patterns of Change	88 - Life on the Edge ○	4
IX. GLOBAL CONNECTIONS	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
a. Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.	Diversity	4 - Sounds Around ○ 5 - Poet-Tree ○ 7 - Habitat Pen Pals ○ 9 - Planet Diversity ○ 20 - Environmental Exchange Box ○	1,2,3,4 3,4 3,4 4 k,1,2,3,4
	Systems	59 - Power of Print (variation) ■	3,4
	Patterns Of Change	89 - Trees for Many Reasons (part A) ■ 90 - Native Ways ○ 91 - In the Good Old Days part A) ○	2,3,4 4 4
b. Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.	Diversity	14 - Renewable or Not? ■	4
	Systems	49 - Tropical Treehouse (part A) ■	3,4
c. Examine the effects of changing technologies on the global community.	Diversity	14 - Renewable or Not? ○	4
	Systems	53 - On the Move ■	4

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IX. GLOBAL CONNECTIONS	PLT Conceptual Framework Theme	PLT Activity #, Title & Symbol	Grade(s)
d. Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species.	Diversity Interrelationships Patterns Of Change	14 - Renewable or Not? ■ 15 - A Few of My Favorite Things ○ 36 - Pollution Search ■ 38 - Every Drop Counts ■ 82 - Resource-Go-Round ○ 88 - Life on the Edge ■ 89 - Trees for Many Reasons ○	4 4 k,1,2,3,4 4 4 4 2,3,4
e. Examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.	Diversity Interrelationships Patterns Of Change	14 - Renewable or Not? ■ 36 - Pollution Search ■ 38 - Every Drop Counts ○ 82 - Resource-Go-Round ○ 87 - Earth Manners ○	4 k,1,2,3,4 4 4 k,1,2,3,4
f. Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.			n/c
X. CIVIC IDEALS & PRACTICES	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
a. Identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of the law, and discuss their application in specific situations.			n/c
b. Identify examples of rights and responsibilities of citizens.	Interrelationships Systems Patterns of Change	36 - Pollution Search ○ 58 - There Ought to Be a Law (part A)○ 87 - Earth Manners ■ 89 - Trees for Many Reasons (part A) ■	2,3,4 3,4 k,1,2,3,4 2,3,4

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X. CIVIC IDEALS & PRACTICES	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
c. Locate, access, organize, and apply information about an issue of public concern from multiple points of view.	Interrelationships	31 - Plant a Tree ○ 34 - Who Works in This Forest? ■	1,2,3,4 3,4
	Systems	49 - Tropical Treehouse (part A) ○ 53 - On the Move ○ 54 - I'd Like to Visit a Place Where. . . ○	3,4 4 4
	Patterns Of Change	88 - Life on the Edge ○ 90 - Native Ways ○ 91 - In the Good Old Days ■	4 4 4
d. Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.	Interrelationships	36 - Pollution Search ○	k,1,2,3,4
	Systems	54 - I'd Like to Visit a Place Where. . . ○ 58 - There Ought to Be a Law (part A)○	4 3,4
	Patterns Of Change	87 - Earth Manners ■ 88 - Life on the Edge ○	k,1,2,3,4 4
e. Explain actions citizens can take to influence public policy decisions.	Interrelationships	31 - Plant A Tree ■	1,2,3,4
	Systems	58 - There Ought to Be a Law (part A) ○	3,4
	Patterns Of Change	88 - Life on the Edge ○	4
f. Recognize that a variety of formal and informal actors influence and shape public policy.	Interrelationships	31 - Plant A Tree ○	1,2,3,4
	Systems	58 - There Ought to Be a Law (part A) ○	3,4
	Patterns Of Change	37 - Reduce, Reuse, Recycle ○ 88 - Life on the Edge ○	4 4
g. Examine the influence of public opinion on personal decision-making and government policy on public issues.	Interrelationships	36 - Pollution Search ○ 38 - Every Drop Counts ■	2,3,4 4
	Systems	58 - There Ought to Be a Law (part A) ○	3,4
	Patterns Of Change	87 - Earth Manners ○ 88 - Life on the Edge ○	k,1,2,3,4 4
h. Explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.	Systems	58 - There Ought to Be a Law (part A) ○	3,4

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X. CIVIC IDEALS & PRACTICES	PLT Conceptual Framework Theme	PLT ACTIVITY #, TITLE & SYMBOL	Grade(s)
i. Describe how public policies are used to address issues of public concern.	Interrelationships	31 - Plant A Tree ○ 36 - Pollution Search ■	1,2,3,4 2,3,4
	Systems	58 - There Ought to Be a Law (part A) ○	3,4
	Patterns Of Change	88 - Life on the Edge ○	4
j. Recognize and interpret how the common good” can be strengthened through various forms of citizen action.	Interrelationships	31 - Plant A Tree ■ 36 - Pollution Search ○ 38 - Every Drop Counts ■	1,2,3,4 k,1,2,3,4 4
	Systems	54 - I’d Like to Visit a Place Where... ■ 58 - There Ought to Be a Law (part A) ○	4 3,4
	Patterns Of Change	77 - Trees in Trouble ○ 87 - Earth Manners ○ 88 - Life on the Edge ○	1,2,3,4 k,1,2,3,4 4

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**Correlation between Project Learning Tree Activities and the National Curriculum
Standards for Social Studies: *Early 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 1-13 for text of standard)
DIVERSITY			
1 The Shape of Things			n/c
2 Get in Touch with Trees	○	k,1,2,3,4	IIa, IVb
3 Peppermint Beetle	○	k,1,2,3,4	IVd
4 Sounds Around	■ ○	k,1,2,3,4 k,1,2,3,4	Ib, IIIh, IIIh, Id, IIa, IIe, IIIa, IVb, IVg, IXa
5 Poet-Tree	● ■ ○	3,4 3,4 3,4	IVb IIa Ic, IXa
6 Picture This!			n/c
7 Habitat Pen Pals	○	3,4	IXa
8 The Forest of S.T. Shrew			n/c
9 Planet Diversity	○	4	IXa
10 Charting Diversity	○	4	IIIc
11 Can it be Real?	○	4	<u>IVd</u>
12 Invasive Species	■ ○	k,1,2,3,4 k,1,2,3,4	IIIk Id
13 We All Need Trees	■ ○	4 4	IIIk Ia, VIa, VIIc
14 Renewable or Not?	■ ○	4 4	VIh, VIIa, IXb, IXd, Ixe Ia, IIIh, VIIb, VIIf, VIIi, IXc
15 A Few of My Favorite Things	■ ○	4 4	IIIk IIIh, VIIIc, IXd
16 Pass the Plants, Please	○	k,1,2,3,4	IIIk
17 People of the Forest			n/c
18 Tale of the Sun	● ■ ○	k,1,2,3,4 k,1,2,3,4 k,1,2,3,4	Ic, IIc, IIe Ib, Id Vb, VIa
19 Viewpoints on the Line			n/c
20 Environmental Exchange Box	■ ○	k,1,2,3,4 k,1,2,3,4	<u>Id, IVb</u> IIIa, IXa

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I. Early Grades

PLT Activity Number and Title	CORRELATION SYMBOL	GRADE(S)	Social Studies Curriculum Standard(s) -- # and letter (see pages 1-13 for text of standard)
INTERRELATIONSHIPS			
21 Adopt a Tree	■ ○	1,2,3,4 3,4	IVb IIb
22 Trees as Habitat	○	3,4	IIIg
23 The Fallen Log			n/c
24 Nature's Recyclers	○	1,2,3,4	IIb, IIIf
25 Birds and Worms			n/c
26 Dynamic Duo			n/c
27 Every Tree for Itself			n/c
28 Air Plants	■	3,4	IIIh
29 Rain Reasons			n/c
30 Three Cheers for Trees	■	1,2,3,4	IIIg, IIIh
31 Plant a Tree	■ ○	1,2,3,4 1,2,3,4	Xe, Xj IIIk, IVb, Vg, Xc, Xf, Xi
32 A Forest of Many Uses	○	1,2,3,4	IIIk, Vf, Vg, VI f, Vih, VIIIc, VIIe
33 Forest Consequences			n/c
34 Who Works in this Forest	● ■ ○	3,4 3,4 3,4	VIIe Xc IIIh, Vc
35 Loving it Too Much			n/c
36 Pollution Search	■ ■ ○ ○	k,1,2,3,4 2,3,4 k,1,2,3,4 2,3,4	IXd, IXe Xi IIIc, IIIh, IIIj, VIc, VI f, VIIIc, VIII d, Xd, Xj Xb, Xg
37 Reduce, Reuse, Recycle			n/c
38 Every Drop Counts	■ ○	4 4	IIIh, IIIk, IXd, Xg, Xj IIIc, IVe, VIIb, VIIj, VIIIc, VIIIe, IXe
39 Energy Sleuths			n/c
40 Then and Now	■ ○	3,4 3,4	IVb IIb, IIc, IId, II f, IIIh, IIIi, VIIIc
SYSTEMS			
41 How Plants Grow	● ■	4 4	III f IIb
42 Sunlight and Shades of Green			n/c
43 Have Seeds, Will Travel			n/c
PLT Activity Number	CORRELATION	GRADE(S)	Social Studies Curriculum

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I. Early Grades

and Title	SYMBOL		Standard(s) -- # and letter (see pages 1-13 for text of standard)
44 Water Wonders	○	4	IIIe, IIIf
45 Web of Life	○	4	IIIe
46 School Yard Safari			n/c
47 Are Vacant Lots Vacant?			n/c
48 Field, Forest, and Stream	○	4	IVb, VIa
49 Tropical Treehouse	■ ○	3,4 3,4	IXb Ia, Id, IIIh, VIIIb, Xc
50 400-Acre Wood			n/c
51 Make your Own Paper	○	1,2,3,4	VIIIa, VIIIe
52 A Look at Aluminum			n/c
53 On the Move	■ ○	4 4	IIIc, IIIg, VIg, VIIIa, IXc IIb, VIf, VIIc, VIIIb, Xc
54 I'd Like to Visit a Place Where	■ ■ ○ ○	k,1,2,3,4 4 k,1,2,3,4 4	IVb, IIIk IVf, Vc, Xj Ia, Id VIIIe, Xc, Xd
55 Planning the Ideal Community			n/c
56 We Can Work It Out			n/c
57 Democracy in Action			n/c
58 There Ought to Be a Law	■ ○	3,4 3,4	Vb, Vc, Vf, VIf Ia, Va, Ve, VIa, VIb, VIc, VIe, Xb, Xd, Xe, Xf, Xg, Xh, Xi, Xj
59 Power of Print	■	3,4	IXa
60 Publicize It!			n/c
STRUCTURE AND SCALE			
61 The Closer You Look			n/c
62 To Be a Tree			n/c
63 Tree Factory	○	3,4	VIa
64 Looking at Leaves			n/c
65 Bursting buds	○	k,1,2,3,4	IIb
66 Germinating Giants			n/c
67 How Big Is Your Tree?	■	k,1,2,3,4	IIIId
68 Name That Tree			n/c
69 Forest for the Trees	■ ○	4 4	IIIh IIIk, VIIa, VIIe, VIIIh, VIIi
70 Soil Stories			n/c
71 Watch on Wetlands			n/c
72 Air We Breathe			n/c
73 Waste Watchers			n/c

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PLT Activity Number and Title	CORRELATION SYMBOL	GRADE(S)	Social Studies Curriculum Standard(s) -- # and letter (see pages 1-13 for text of standard)
74 People, Places, Things	● ■ ○	k,1,2,3 k,1,2,3 k,1,2,3	IVb IIIg, IIIh, VIId Ie, IIIa, IIIk, Vc, VIIb, VIIc, VIIe, VIIIa
75 Tipi Talk	● ■ ○	4 4 4	Ia Id, IIIg IIc, IId, IIe, Va, VIIIa
PATTERNS OF CHANGE			
76 Tree Cookies	■ ■ ■	3,4 (activity) 1,2,3,4 1,2,3 (variation)	IIb, IIIf IIId IVa
77 Trees in Trouble	○	1,2,3,4	Xj
78 Signs of Fall	○	k,1,2,3,4	IIb, IIIf
79 Tree Lifecycle	■	k,1,2,3,4	IIb
80 Nothing Succeeds Like Succession	■ ○	3,4 3,4	IIIc, IIIf, IIIi IIb, IIId
81 Living With Fire	■ ○	4 4	IIb IIIi, IIIj
82 Resource-Go-Round	● ■ ○	4 4 4	IIIb VIId IIIc, VIIa, VIIf, VIIj, IXd, IXe
83 A Peek at Packaging			n/c
84 The Global Climate			n/c
85 In the Driver's Seat			n/c
86 Our Changing World			n/c
87 Earth Manners	■ ○	k,1,2,3,4 k,1,2,3,4	Xb, Xd Ic, IIIh, Vb, IXe, Xg, Xj
88 Life on the Edge	■ ○	4 4	VIIIc, IXd VIIIb, VIId, VIIIe, Xc, Xd, Xe, Xf, Xg, Xi, Xj
89 Tree for Many Reasons	■ ○	2,3,4 2,3,4	Ic, IXa, Xb IIb, VIIa, IXd
90 Native Ways	● ■ ○	4 4 4	Id, IIa Ia, Ib, Ic, IIc, Vb, VI f IIId, IIe, II f, IIIh, VIh, IXa, Xc

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I. Early Grades

PLT Activity Number and Title	CORRELATION SYMBOL	GRADE(S)	Social Studies Curriculum Standard(s) -- # and letter (see pages 1-13 for text of standard)
91 In the Good Old Days	■ ○	4 4	IIId, IIe, Vb, Xc Ic, IIa, IIb, IVb, IVe, IXa
92 A Look at Lifestyles			n/c
93 Paper Civilizations	● ■ ○	4 4 4	IIb VIIIa VIIa, VIIe
94 By the Rivers of Babylon			n/c
95 Did You Notice?	● ○	k,1,2,3,4 k,1,2,3,4	IIb, IVa IIc, IIId, IIe, IIIf, IIIh, IVb
96 Improve your Place			n/c

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