PLI

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

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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 Spansors

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.

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A. Geography: People, Places, and Environments

Content Standard

Project Learning Tree Activities

Environmental Exchange Box

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

Air to Drive

Did You Notice?

Energy Slueths

Life on the Edge Living with Fire

Rain Reasons

Tepee Talk

Forest for the Trees

People of the Forest

Resource-Go-Round

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

representations

selected areas

Grade 8

t with the physical environment

current global issues

of

n science and technology

ect cultural values

to analyze use of environment

ral resource bases of areas

ects of physical changes

Grade 4

ct with the physical environment

orld from memory

cate positions

iformation about places

onmental changes

en local and global communities

d to environmental changes

the local community

6-8 4-8 4-8
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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.

F	er	tori	nance	Stand	lards

geographic representations al maps of selected areas

edge has led to environmental changes

anges in the local community ons between local and global

Grade 4

o gather information about places

of the world from memory

cribe environmental changes

Grade 8

mental effects of physical changes

pare natural resource bases

ole interact with the physical environment

scoveries in science and technology

Idings reflect cultural values

ical study to analyze use of environment

 Activity reinforces or supports the achieved of the standard. Project Learning Tree Activities 	evement Grade	A.4.1 Use reference po	A.4.2 Locate physical	A.4.3 Construct a map	A.4.4 Describe ways pe	A.4.5 Use resources to	A.4.6 Identify and des	A.4.7 Identify connect	A.4.8 Identify major ch	A.4.9 Show how knowle		A.8.1 Use a variety of	A.B.2 Construct ment	A.8.3 Use an atlas to	A.B.4 Conduct a histor	A.B.5 Identify and com	A.B.6 Describe environ	A.B.7 Describe how pec	A.B.B Describe how peo	A.B.9 Describe how bui	A.B.10 Identify major di	A.B.11 Give examples of	
Then and Now	5-8	\vdash	/	_	~		_	\vdash		\dashv	\dashv	\dashv	_	/	*	_	<u> </u>	_	1	1	/		-
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Tropical Treehouse - Part B	6-8											1	-			_	ļ		*			\Box	
Waste Watchers	5-8															_		_	-		•	*	
Where are the Cedars of Lebanon?	6-8											İ	-						•				
Who Works in this Forest?	3-6				•	_																	
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B. History: Time, Continuity, and Change

Content Standard

Project Learning Tree Activities

Did You Notice? Energy Sleuths

Tepee Talk Then and Now Tree Cookies

In the Good Old Days
A Look at Lifestyles
The Native Way
Paper Civilizations
People of the Forest

Tropical Treehouse - Part B

Where Are the Cedars of Lebanon?

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
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cooperation and interdependence current Wisconsin American Indians

primary source materials

gnificant events influence history nships between significant events

nay be interpreted differently

ce to determine political values

olitical values

Grade 8

vents and people in major eras oific discoveries and innovations

technology need regulations

is among groups of people

Grade 4

of important political values note of holidays and symbols

ents and famous people

esent technologies

e sources of historical information

the achievemen		examine	es to de	rature t	ntempor	meaning	significa	ortant e	st and p	amples c	rical and	e past 1	e how s	e relatio	events	al evide	ortant p	iificant e	or scien	science	tionship	Wiscons	w histor
rts the achieve	ment	Identify and	Use timelines to des	5 Examine literature t	B.4.4 Compare contempor	B.4.5 Identify the meaning	B.4.6 Explain the significa	B.4.7 Identify important e	B.4.8 Compare past and	B.4.9 Describe examples o	B.4.10 Explain historical and	Interpret the past u	B.8.2 Demonstrate how si	.8.3 Describe the relation	B.8.4 Explain how events n	5 Use historical evider	B.B.6 Analyze important p	B.8.7 Identify significant e	B.B.B Identify major scient	B.8.9 Explain why science) Analyze relationships	B.B.11 Summarize Wisconsi	Describe how history
	Grade	B.4.1	B.4.2	B.4.3	B.4.	B.4.5	B.4.(B.4.7	B.4.8	B.4.9	B.4.10	B.8.1	B.8.2	B.B.3	B.8.	B.8.5	B.8.0	B.8.7	B.8.	B.8.9	B.8.10	B.8.1	B.8.12
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in American Indian tribal issues y can be organized and analyzed

Performance Standards

political documents and decisions

le purposes and powers of ation of power in America

Grade 4

lation to understand an issue tions benefit the community

urpose of American government

n individual rights and responsibilities

y's citizen rights documents

develop rules of behavior

Grade 8

political parties and interest groups

nstitution sustains balance

nation to understand an issue

ates participate in public policy debate

f international organizations

Social Studies

C. Political Science and Citizenship

Content Standard

Project Learning Tree Activities

Democracy in Action

Forest Consequences

Earth Manners

Energy Sleuths

400-Acre Wood

Plant a Tree

Improve Your Place

In the Good Old Days

Power of Print - Part B

Sounds Around - Part B

There Ought to Be a Law Tropical Treehouse - Part B

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.

ade	C.4.1 Identify and explair	C.4.2 Identify our countr	C.4.3 Explain how groups	C.4.4 Explain the basic p	C.4.5 Explain how civic ac	C.4.6 Use relevant inform				C.B.1 Identify and explair	C.B.2 Discuss important	C.8.3 Explain laws and th	C.B.4 Describe the separ	C.8.5 Explain how the Col	C.B.6 Explain the role of	C.8.7 Use relevant inform	C.B.B Identify how advoca	C.8.9 Describe the role o		
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C. Political Science and Citizens hip

Content Standard

Project Learning Tree Activities

Watch on Wetlands - Parts B, C, & D

We Can Work it Out

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	
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and decisions

Grade 8

interest groups

an issue

ublic policy debate

Grade 4

an issue

nmunity

government

d responsibilities

cuments

bility by power, t of ment	C.4.1 Identify and explain individual rights an	C.4.2 Identify our country's citizen rights doc	C.4.3 Explain how groups develop rules of beh.	C.4.4 Explain the basic purpose of American e	C.4.5 Explain how civic actions benefit the co	C.4.6 Use relevant information to understand		7		C.8.1 Identify and explain democracy's basic	C.8.2 Discuss important political documents	C.B.3 Explain laws and the purposes and power	C.8.4 Describe the separation of power in Am	C.8.5 Explain how the Constitution sustains l	C.B.6 Explain the role of political parties and	C.8.7 Use relevant information to understand	C.B.B Identify how advocates participate in p	C.8.9 Describe the role of international organi			
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Performance Standards

cilitates economic exchanges

asic economic concepts

role in national and global economies

ents affect the standard of

nent's role in the economy

Grade 8

and use of natural resources

entrepreneurs take risks

ncerning economic issues

al decisions can have a global impact

ower of workers is determined

roles of institutions

Grade 4

private and public goods and services

and services with global tles

of economic decisions

personal finances

of personal economic decisions

roles of institutions

Social Studies

D. Economics: Production. Distribution, Exchange. Consumption

Content Standard

Project Learning Tree Activities

Air to Drive

Energy Sleuths

Every Drop Counts

A Few of My Favorite Things

A Forest of Many Uses

Reduce, Reuse, Recycle

A Look at Aluminum

Loving It Too Much

Pollution Search

Renewable or Not? Resource-Go-Round

Plant a Tree

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.

de	D.4.1 Describe and explain	D.4.2 Identify the results o	D.4.3 Identify local goods a	D.4.4 Explain how business	D.4.5 Distinguish between p	D.4.6 Identify the economic	D.4.7 Describe the effects		D.8.1 Explain how money fa	D.8.2 Identify and explain b	D.8.3 Describe Wisconsin's	D.8.4 Describe how investm	D.8.5 Illustrate the governr	D.8.6 Explain viewpoints co	D.8.7 Identify the location	D.8.8 Explain how and why	D.8.9 Explain how earning p	D.B.10 Identify the economic	D.8.11 Describe how persona	
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Performance Standards

icilitates economic exchanges

role in national and global economies

nents affect the standard of living

nent's role in the economy oncerning economic issues

Grade 8

and use of natural resources

entrepreneurs take risks

al decisions can have a global impact

power of workers is determined

roles of institutions

Grade 4

private and public goods and services

of personal economic decisions

c roles of institutions

s depends upon specialized workers

and services with global ties

of economic decisions

personal finances

Social Studies

D. Economics: Production. Distribution, Exchange. Consumption

Content Standard

Project Learning Tree Activities

Talking Trash, Not!

Waste Watchers

Trees for Many Reasons

Who Works in this Forest?

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.

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D.8.9 Explain how earning			\neg				\neg			\neg	寸	
D.B.B Explain how and why							-					
D.B.7 Identify the location												
D.8.6 Explain viewpoints co												
D.8.5 Illustrate the govern												
D.8.4 Describe how investn												
D.8.3 Describe Wisconsin's												
D.B.2 Identify and explain l												
D.B.1 Explain how money fa												
D.4.7 Describe the effects	*	*										
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Grade 1-6 2-8 5-8							L			
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Performance Standards Grade 4

edia may influence opinions & decisions learn about others who are different

creations express culture

ons & their contributions to community

individual development

ces on individual learning

and institutional influences

uals respond in different ways

values and beliefs

Social Studies

E. The Behavioral Sciences:

Individuals, Institutions, and Society

Content Standard

Project Learning Tree Activities

I'd Like to Visit a Place Where . . . - Part A

Environmental Exchange Box

Life on the Edge The Native Way

Plant a Tree

Tepee Talk

Tale of the Sun

People, Places, Things

Sounds Around - Part C

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.

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cooperation and interdependence

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cultures meet human needs

of differences in cultures

by citizens

contributions made

Performance Standards Grade 8

dia may influence individuals

cultural contributions

and stereotyping

ice of cultural expression

and institutions meet needs on individual interactions

ences on individual learning

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.

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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								*							
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Reduce, Reuse, Recycle	4-8				*											
Sounds Around - Part B	6-8			_	•											

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Performance Standards Grade 8

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Social Studies

E. The Behavioral Sciences: Individuals, Institutions, and Society

Content Standard

Project Learning Tree Activities

Tropical Treehouse - Part B

Watch on Wetlands - Part A

Tale of the Sun Talking Trash, Not!

Values on the Line

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.

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Air to Drive

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

EE: B.8.10 M: B.8.7

55: A.8.11, D.8.11

Are Vacant Lots Vacant?

Students will 0 describe plants and animals that live at and around the study site and 0 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

55: C.8.6, C.8.8

Did You Notice?

Students will 0 identify changes in their local environment over the course of time and 0 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 $\mathbb Q$ identify different energy sources, $\mathbb Q$ discuss the prosand cons of various energy sources from economic, social, and environmental perspectives, and $\mathbb Q$ 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

5: 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 \odot 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 \odot 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

5: 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 0 explain how the different materials that go into making a product all come from natural resources, 0 identify natural resources as being renewable or nonrenewable, 0 identify the steps that go into making a product, and 0 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 $\ \ \,$ evaluate the options for managing or using a piece of forested land and $\ \ \,$ 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

55: C.8.7

Forest for the Trees

Students will $\ \ \,$ participate in a simulation designed to teach how forest resources are managed and $\ \ \,$ 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

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

55: A.4.4, A.4.6

A Forest of Many Uses

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

EE: B.8.10, B.8.15

5: F.8.9 55: D.8.11

400-Acre Wood

Students will $\ \$ 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 $\ \$ 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

55: 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 0 identify ways they can improve their local area and 0 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

99: C.8.7, E.8.4

In the Good Old Days

Students will \odot describe important events in the history of conservation, \odot explain how environmental problems and perceptions of environmental quality have changed through history, and \odot 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

55: 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 0 understand how the unique properties of aluminum make it invaluable for many products and technologies on which we depend, 0 describe the steps involved in extracting bauxite and processing aluminum from bauxite, and 0 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

55: B.8.4, E.8.3

Loving It Too Much

Students will $\ \ \,$ explain how increased numbers of park visitors and activities outside park boundaries affect ecosystems within national and local parks and $\ \ \,$ offer possible solutions to problems facing national and local parks; Grades $\ \ \,$ - $\ \ \,$ 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

99: 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 $\mathbb O$ chronicle the major events in the history of papermaking and $\mathbb O$ 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

55: 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 0 describe the lifestyles of several forest-dwelling peoples of the present or past and ways that they depend upon the forest, 0 describe some of the effects forest people have on their environment, and 0 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 \odot identify ways that urban trees enrich our lives, \odot determine how people care for urban trees, \odot identify areas in the community that would benefit from having more trees, and \odot organize and execute a class tree-planting project in a local area; Grades 1 – δ ; 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 $\ \$ identify forms of pollution and describe the effects that various pollutants can have on people, wildlife, and plants and $\ \$ 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

99: C.8.7, E.8.8

Publicize It!

Students will \odot plan and carry out a community action project and \odot 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

55: E.8.4, E.8.8

Rain Reasons

Students will $\mathbb O$ explore how variations in water, light, and temperature affect plant growth and $\mathbb O$ 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

5: 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

55: 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 \odot identify renewable, nonrenewable, perpetual, reusable, and recyclable resources and explain the differences among them and \odot 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

5: 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.8.4S: C.8.4, C.8.6, D.8.8, F.8.2S6: C.8.7, C.8.8, E.4.11, E.8.4

Tale of the Sun

Students will $\mathbb O$ describe how stories reveal the beliefs of the people who tell them and $\mathbb O$ 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 $\ 0$ analyze the solid waste that they generate over a period of time, $\ 0$ describe what happens to various types of waste when it's discarded, and $\ 0$ 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 $\ \$ describe the environmental changes that have occurred in their community over the course of time, $\ \$ discuss whether those changes have been positive or negative for the community, and $\ \$ 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

55: 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

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

Tree Cookies

Students will \odot identify heartwood, sapwood, and a tree's annual rings, \odot infer from a tree's rings what damage or stress might have occurred in its life, and \odot 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 0 describe the plants and animals that live in different levels of the tropical rainforest, 0 examine and discuss a case study that involves the rights of native inhabitants of a tropical rainforest in a national park, and 0 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 $\mathbb O$ examine statements regarding environmental issues and determine the degree to which they agree with them, $\mathbb O$ share their views and opinions with others and gain awareness on the range of values related to environmental issues, and $\mathbb O$ 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

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

Waste Watchers

Students will \odot identify ways to save energy in their daily lives and \odot 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

5: 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 $\ \ \,$ develop solutions to a land-use problem involving urban open space and $\ \ \,$ 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

99: 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

5: E.8.6, F.8.8

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

Who Works in this Forest?

Students will 0 explore a variety of jobs that are directly related to forest resources and 0 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