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HOW TO USE THIS HANDBOOK

The purpose of this handbook is to assist educators who are reviewing and revising their Social Studies curricula. The primary audience is classroom teachers, curriculum specialists, and curriculum committees. The handbook is divided into two sections, as follows:

- **PART I lists each PLT activity in the *PreK-8 Activity Guide* and *Energy & Society Kit* followed by the standards from the K-12 Social Studies New Hampshire Curriculum Framework with which it is aligned.**

Use Part I if you have a particular PLT activity in mind and want to know how it correlates with the state curriculum standards. Or, to find an appropriate activity to meet your needs, use PLT's "Topic Index" to select several potential activities to supplement your unit. To determine which state standards correlate with these activities, find the number and name of each activity in this handbook. Select an activity based on your objectives for your unit and the degree to which the activity correlates with appropriate standards. Each PLT activity is indicated by activity number and name and is followed by the strand and stem for each framework that is correlated to that activity.

- **PART II lists individual state curriculum standards from the K-12 Social Studies New Hampshire Curriculum Framework with which each activity is aligned.**

Use Part II if you have a particular curriculum standard in mind and want to find an activity that meets this standard. Then read about the activities in your PLT guide to determine the one most suitable for your particular situation.

Note: Throughout this handbook, the strands are abbreviated as follows:

CV – Civics and Governments

EC – Economics

GE – Geography

HI – United States and New Hampshire History

WH – World History and Contemporary Issues

METHODOLOGY

2009 Social Studies Correlation

New Hampshire's curriculum standards have undergone substantial change in response to the federal No Child Left Behind Act. The former state Social Studies standards were written for the end of grades 6 and 10. The New Hampshire Social Studies Curriculum Framework (K-12), approved in June 2006, addresses content and skills and is divided into grade span expectations with expectations to be achieved at the end of grades 2, 4, 6, 8 and 12.

The New Hampshire Social Studies Curriculum Framework (K-12) contains the following components:

- **Skills:** These are used throughout the Social Studies but particular skills may be more emphasized in different disciplines. Skills cannot be separated from the teaching of content.
- **Strand:** There are five content strands that are consistent across grade levels: Civics and Governments, Economics, Geography, United States and New Hampshire History, and World History and Contemporary Issues.
- **Standard:** These are a subdivision of each strand and provide a knowledge and understanding essential to that strand.
- **Expectation:** These present principles and concepts around which a curriculum may be organized and are suggested expectations for cumulative learning to be achieved at the end of grades 2, 4, 6, 8, and 12.

For each expectation, the skills and proficiencies were consulted to help inform the degree of correlation with each activity. The following elements of each activity helped to focus the correlation process:

- The grade levels noted in the sidebar determined which grade span proficiencies would be examined.
- The activity objectives in the sidebar and the activity description informed which skill(s) and expectation(s) are related to the activity.

Note: Any attempt to correlate universal curriculum standards and a single curriculum program involves subjectivity. Two important steps were taken to limit bias. First, the author applied this rigorous methodology to determine correlation. Second, drafts were peer-reviewed by PLT-trained elementary, middle, and high school teachers. Reviewers most common finding was that PLT activities lend themselves to modification, and in so doing, would meet many more standards than indicated. NHPLT chose, however, to correlate based on a strict interpretation of the activities, as they are written.

Project Learning Tree's PreK-8 Environmental Education Activity Guide

1: The Shape of Things

NONE

2: Get in Touch With Trees

NONE

3: Peppermint Beetle

NONE

4: Sounds Around

Skills:

2.2:F.1: Group data in categories according to appropriate criteria

2.2:G.4: Form opinion based on critical examination of relevant information

2.2:H.1: Present visually

2.2:H.2: Present orally

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

CV: 6:4.1: Evaluate those characteristics that promote good citizenship (Themes: A, B)

CV: 8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels (Themes: A, B, J)

GE: 2:5.2: Investigate how people use resources (Themes: C, D)

GE: 4:5.5: Compare how people in different regions use the same resource (Themes: D, G)

5: Poet-Tree

Skills:

2.2:H.1: Present visually

2.2:H.2: Present orally

Standard:

WH: 4:5.1: Describe different ways that societies around the world express their values and beliefs through practices (Themes: B, E, I)

6: Picture this!

NONE

7: Habitat Pen Pals

NONE

8: The Forest of S.T. Shrew

NONE

9: Planet Diversity

Skills:

2.2:F.1: Group data in categories according to appropriate criteria

2.2:G.4: Form opinion based on critical examination of relevant information

2.2:H.2: Present orally

Standard:

GE: 4:5.2: Examine ways in which the physical environment provides opportunities or limitations (Themes: C, D)

10: Charting Diversity

NONE

11: Can It Be Real?

NONE

12: Invasive Species

Skills:

2.1:B.6: Draw from the source information at a level appropriate to the task at hand, i.e., skimming for facts or probing for deeper meaning

2.1:C.2: Recognize and understand relevant social studies terms

2.2:F.3: Place data in tabular form: charts, graphs and illustrations

2.2:G.4: Form opinion based on critical examination of relevant information

2.2:H.1: Present visually (chart, graph, diagram, Power Point, etc)

2.2:H.2: Present orally (presentation, debate, group discussions, simulation, etc.

Standards:

CV: 8.3.1: Analyze environmental, economic, and technological developments and their impact on society (Themes: C, D, and G)

GE: 6:1.3: Utilize maps, globes, charts, models and databases to analyze spatial distributions and patterns (Theme: C)

GE: 6:3.3: Illustrate how physical processes produce changes in ecosystems (Themes: C, F)

GE: 6:3.4: Explain how human activities influence changes in ecosystems

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes: E, G)

GE: 6:5.2: Examine the role of technology in the human modification of the physical environment (Theme: G)

13: We All Need Trees

Skills:

2.1:B.7: Utilize various types of sources such as documents, charts, images, artifacts and maps

2.2:H.2: Present orally (presentation, debate, group discussions, simulation, etc.)

Standards:

GE: 2:4.2: Identify what are natural resources (Theme: C)

GE: 2:5.1: Recognize the role of natural resources in daily life (Themes: A, C, D)

14: Renewable or Not?

Skills:

2.1:B.2: Detect cause and effect relationships

2.1:C.2: Recognize and understand relevant social studies terms

2.2:G.1: Draw inferences from factual material

2.2:I.4: Justify interpretation by citing evidence

Standards:

EC: 4:5.2: Explain why some countries' resources are in greater demand than others (Themes: C, D, F)

GE: 4:5.3: Examine the effects of the use of renewable and non-renewable resources on human systems (Themes: C, D)

GE: 6:5.4: Assess why people have different viewpoints regarding resource use (Themes A, E)

15: A Few of My Favorite Things

Skills:

2.1:B.2: Detect cause and effect relationships

2.2:G.1: Draw inferences from factual material

2.2:H.1: Present visually (chart, graph, diagram, Power Point, etc)

2.2:I.4: Justify interpretation by citing evidence

Standards:

GE: 2:4.2: Identify what are natural resources (Theme: C)

GE: 2:5.1: Recognize the role of natural resources in daily life (Themes: A,C,D)

GE: 2:5.2: Investigate how people use resources (Themes: C, D)

GE: 4:5.3: Examine the effects of the use of renewable and non-renewable resources on human systems (Themes: C,D)

GE:4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D)

GE: 8:3.1: Recognize how physical processes influence the formation and distribution of resources (Themes: C, G)

16: Pass the Plants, Please

Skills:

2.1:B.6: *Draw from the source information at a level appropriate to the task at hand, i.e., skimming for facts or probing for deeper meaning*

2.2:G.1: *Draw inferences from factual material*

2.2:H.1: *Present visually (chart, graph, diagram, Power Point, etc.)*

Standards:

GE: 2:4.2: Identify what are natural resources (Theme: C)

GE: 2:5.1: Recognize the role of natural resources in daily life (Themes: A, C, D)

GE: 4:5.1: Illustrate how people modify the physical environment, e.g., irrigating the land or clearing land for human use (Themes: C, D)

GE: 4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.

17: People of the Forest

Skills:

2.2:G.1: *Draw inferences from factual material*

2.2:G.3: *Compare and contrast credibility of differing accounts of the same event*

2.2:H.1: *Present visually (chart, graph, diagram, Power Point, etc.)*

2.2:I.1: *Secure needed factual information relevant to making the decision*

Standards:

CV: 8:3.1: Analyze environmental, economic, and technological developments and their impact on society (Themes: C, D, G)

GE: 6:3.4: Explain how human activities influence changes in ecosystems/ (Themes: C, G)

GE: 6:5.3: Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities (Themes: C)

18: Tale of the Sun

Skills:

2.1:B.3: *Distinguish between facts, interpretations and opinions*

2.2:G.6: *Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events*

2.2:H.2: *Present orally*

Standard:

GE: 6:2.2: Describe how places and regions preserve culture (Themes: E,J)

19:

Viewpoints on the Line

Skills:

2.1:B.3: Distinguish between facts, interpretations and opinions

2.2:G.3: Compare and contrast credibility of differing accounts of the same event

2.2:H.2: Present orally

Standard:

GE: 6:5.4: Assess why people have different viewpoints regarding resource use (Themes: A, E)

20: Environmental Exchange Box

Skills:

2.2: F.1: Group data in categories according to appropriate criteria.

2.2:G.3: Compare and contrast credibility of differing accounts of the same event

2.2:H.2: Present orally

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

GE: 2:1.3: Identify major physical and human features in the United States and on Earth (Themes: C, G)

GE: 2:2.2: Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C)

GE: 2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G J)

GE: 4:1.3: Locate major physical and human features in the United States and on Earth (Themes: C, G)

GE: 4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C, E, G)

GE: 4:2.2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude. (Themes: C)

GE: 6:5.4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling. (Themes: A, E)

GE: 8:4.1: Describe ways in which physical and human regional systems are interconnected (Themes: C, G)

21: Adopt a Tree

Skills:

2.2:F.1: Group data in categories according to appropriate criteria

2.2:G.6: Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events

2.1: H.1: Present visually

2.2:H.2: Present orally

2.2: H.3: Present in writing

Standards:

GE: 2:2.1: Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C, E, G)

GE: 2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G, J)

GE: 4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C, E, G)

GE: 4:2.5: Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature. (Themes: J)

22: Trees as Habitats

NONE

23: The Fallen Log

NONE

24: Nature's Recyclers

NONE

25: Birds and Worms

NONE

26: Dynamic Duos

NONE

27: Every Tree for Itself

NONE

28: Air Plants

NONE

29: Rain Reasons

Skills:

2.1:B.2: *Detect cause and effect relationships*

2.2:G.1: *Draw inferences from factual material*

2.2:I.1: *Secure needed factual information relevant to making the decision*

Standards:

GE: 6:3.1: Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion. (Themes: C)

GE: 8:3.1: Recognize how physical processes influence the formation and distribution of resources (Themes: C, G)

30: Three Cheers for Trees

Skills:

2.1: A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.2: F.3: *Place data in tabular form: charts, graphs, and illustrations*

2.2: G.1: *Draw inferences from factual material*

2.2: G.4: *Form opinion based on critical examination of relevant information*

Standards:

GE: 2:1.2: Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. (Themes: C)

GE: 2:2.2: Recognize that areas of the Earth's surface share unifying geographic characteristics (Theme: C)

GE: 2:2.3: Observe the ways in which different people perceive places (Themes: G, J)

GE: 2:3.2: Explore the components and distribution of ecosystems (Themes: C)

GE: 4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C, E, G)

GE: 4:3.4: Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain. (Theme: C)

GE: 4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands. (Themes: C, D)

31: Plant a Tree

Skills:

2.1:E.1: Access relevant and reliable website

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

GE: 2:5.2: Investigate how people use resources (Themes: C, D)

GE: 6:3.4: Explain how human activities influence changes in ecosystems (Themes: C, G)

GE: 6:5.3: Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities (Themes: C)

32: A Forest of Many Uses

Skills:

2.1:E.1: Access relevant and reliable website

2.2:G.1: Draw inferences from factual material

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

GE: 2:4.2: Identify what are natural resources (Theme: C)

GE: 2:5.1: Recognize the role of natural resources in daily life (Themes: A, C, D)

GE: 4:5.1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use. (Themes: C, D)

GE: 4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D)

GE: 6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E, G)

GE: 6:5.4: Assess why people have different viewpoints regarding resources.

33: Forest Consequences

Skills:

2.1:B.2: Detect cause and effect relationships

2.1: B.3: Distinguish between facts, interpretations, and opinions

2.2:G.1: Draw inferences from factual material

2.2:G.2: Recognize that more than one reasoned interpretation of factual material is valid

2.2:G.4: Form opinion based on critical examination of relevant information

2.2:G.6: Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events

2.2:H.1: Present visually (chart, graph, diagram, Power Point, etc.)

2.2:I.1: Secure needed factual information relevant to making the decision

2.3:J.1: Communicate and defend one's own belief, feelings, and convictions

2.3: K.1: Keep informed on issues that affect society

2.3:K.3: Work individually or with others to decide on an appropriate course of action

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: D, G)

CV: 8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels (Themes: A, B)

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes: E, G)

GE: 6:5.4: Assess why people have different viewpoints regarding resource use (Themes: A, E)

34: Who Works in This Forest?

Skills:

2.2:G.1: Draw inferences from factual material

2.2:G.4: Form opinion based on critical examination of relevant information

Standards:

EC: 4:1.1: Identify the factors of production and explain how businesses use these to produce goods and services (Themes: D, G)

EC: 4:1.4: Describe why most jobs today require greater specialization and result in greater productivity. (Theme: G)

EC: 6:2.2: Identify the factors of production, e.g., entrepreneurship, human resources, and natural resources (Themes: D, G)

GE: 4:5.1: Illustrate how people modify the physical environment (Themes: C, D)

GE: 6:5.1: Understand the consequences of human modification of the physical environment, e.g., forest management (Themes: E, G)

35: Loving It Too Much

Skills:

2.1:B.3: Distinguish between facts, interpretations and opinion

2.2:G.1: Draw inferences from factual material

2.2:G.4: Form opinion based on critical examination of relevant information

2.1:H.1: Present visually

2.2:H.2: Present orally

2.2:I.2: Identify alternative courses of action and predict likely consequences of each

2.2:I.3: Take into account relevant ethical values and principles

Standards:

GE: 6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains (Themes: C, E)

GE: 6:5.1: Understand the consequences of human modification of the physical environment, e.g., forest management (Themes: E, G)

36: Pollution Search

Skills:

2.1:B.3: Distinguish between facts, interpretations and opinion

2.2:G.1: Draw inferences from factual material

2.2:G.4: Form opinion based on critical examination of relevant information

2.1:H.1: Present visually

2.2:H.2: Present orally

Standards:

GE: 4:5.1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use (Themes: C, D)

GE: 6:5.1: Understand the consequences of human modification of the physical environment, e.g., forest management (Themes: E, G)

37: Reduce, Reuse, Recycle

Skills:

2.1: H.1: Present visually

2.2: H.2: Present orally

Standards:

CV: 6:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels, e.g., problem solving (Themes: B, J)

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

38: Every Drop Counts

Skills:

2.2:G.4: *Form opinion based on critical examination of relevant information*

2.2:H.2: *Present orally*

Standards:

CV:6:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels, e.g., problem solving (Themes: B,J)

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes C, D, G)

GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Theme: C)

39: Energy Sleuths

Skills:

2.1:E.1: *Access relevant and reliable website*

2.2:G.1: *Draw inferences from factual material*

2.2:H.1: *Present visually (chart, graph, diagram, Power Point, etc.)*

2.2:H.2: *Present orally*

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes C, D, G)

EC: 4:2.1: Explain why needs and wants are unlimited while resources are limited (Themes: C, D)

EC: 6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Themes: D)

EC: 8:2.1: Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D, G, H)

GE: 4:3.5: Investigate how humans interact with ecosystems (Themes: C, D, F)

GE: 6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E, G)

GE: 6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G)

40: Then and Now

Skills:

2.1:A.1: Use economic and geographic data, historical sources, as well as other appropriate sources.

2.1:A.3: Draw on the diversity of social studies-related source

2.1:B.3: Distinguish between facts, interpretations and opinion

2.1:B.7: Utilize various types of sources such as documents, charts, images, artifacts and maps

2.2:G.1: Draw inferences from factual material

2.2:H.1: Present visually (chart, graph, diagram, Power Point, etc.)

2.1:H.2: Present Orally

2.1:H.3: Present in Writing

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes C, D, G)

EC: 4:2.1: Explain why needs and wants are unlimited while resources are limited (Themes: C, D)

GE: 4:3.5: Investigate how humans interact with ecosystems (Themes: C, D, F)

41: How Plants Grow

NONE

42: Sunlight and Shades of Green

NONE

43: Have Seeds, Will Travel

NONE

44: Water Wonders

NONE

45: Web of Life

NONE

46: Schoolyard Safari

NONE

47: Are Vacant Lots Vacant?

NONE

48: Field, Forest and Stream

NONE

49: Tropical Treehouse

Skills:

2.1:B.3: Distinguish between facts, interpretations and opinion

2.1:E.1: Access relevant and reliable website

2.2:G.1: Draw inferences from factual material

Standards:

GE: 4:2.2: Recognize how physical and human processes together shape places Theme: C)

GE: 6:3.4: Explain how human activities influence changes in ecosystems (Themes: C, G)

50: 400-Acre Wood

Skills:

2.1:B.3: Distinguish between facts, interpretations and opinion

2.1:B.5: Test the validity of information by using such criteria as source, objectivity, technical correctness, accuracy

2.2:G.1: Draw inferences from factual material

2.2:H.1: Present visually

2.2H.2: Present orally

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes C, D, G)

GE: 8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C, G)

51: Make Your Own Paper

Skills:

2.2:G.1: Draw inferences from factual material

2.2:H.1: Present visually (chart, graph, diagram, Power Point, etc.)

Standards:

HI: 4:4.2: Explore the impact of important technological inventions (Themes: E, G)

WH: 6:2.2: Explore the impact of ideas and technology (Themes: E, G)

52: A Look at Aluminum

Skills:

2.2:G.1: *Draw inferences from factual material*

2.2:H.1: *Present visually (chart, graph, diagram, Power Point, etc.)*

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes C, D, G)

EC: 6:2.2: Identify the factors of production (Themes: D, G)

53: On The Move

Skills:

2.1:B.5: *Test the validity of information by using such criteria as source, objectivity, technical correctness, accuracy*

2.1:B.7: *Utilize various types of sources such as documents, charts, images, artifacts, and maps*

2.2:G.3: *Compare and contrast credibility of differing accounts of the same event*

2.2:G.4: *Form opinion based on critical examination of relevant information*

2.2:H.1: *Present visually (chart, graph, diagram, Power Point, etc.)*

2.2H.2: *Present orally*

2.2:H.3: *Present visually*

2.2:I.1: *Secure needed factual information relevant to making the decision*

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes C, D, G)

HI: 4:4.2: Explore the impact of important technological inventions (Themes: E, G)

WH: 6:2.2: Explore the impact of ideas and technology (Themes: E, G)

54: I'd Like to Visit A Place Where...

Skills:

2.1:B.3: *Distinguish between facts, interpretations and opinion*

2.2:H.1: *Present visually*

2.2:H.2: *Present orally*

2.3:K.3: *Work individually or with others to decide on an appropriate course of action*

2.3: K.6: *Participate in community projects such as voter registration, blood drives, conservation, and heritage activities*

Standards:

CV: 6:4.1: *Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels, e.g., problem solving (Themes: B, J)*

CV: 8:3.2: *Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)*

GE: 4:3.5: *Investigate how humans interact with ecosystems (Themes: C, D, F)*

55: Planning the Ideal Community

Skills:

2.2:G.2: *Recognize that more than one reasoned interpretation of factual material is valid*

2.2:G.4: *Form opinion based on critical examination of relevant information*

2.2:H.1: *Present visually*

2.2:H.2: *Present orally*

2.2:I.1: *Secure needed factual information relevant to making the decision*

2.2:I.2: *Identify alternative courses of action and predict likely consequences of each*

2.2:I.4: *Justify interpretation by citing evidence*

2.2:J.3: *Participate in persuading, compromising, debating, and negotiating the resolution of conflicts and differences*

2.3: K.1: *Keep informed on issues that affect society*

2.3: K.3: *Work individually or with others to decide on an appropriate course of action*

Standards:

CV: 4:2.2: *Explain how laws and/or policies are made at local and state levels (Themes: A, B, H)*

CV: 6:4.1: *Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels, e.g., problem solving (Themes: B, J)*

CV: 8:3.2: *Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)*

GE: 4:2.2: *Recognize how physical and human processes together shape places Theme: C)*

56: We Can Work It Out

Skills:

2.1:B.3: Distinguish between facts, interpretations and opinion

2.2:G.3: Compare and contrast credibility of differing accounts of the same event

2.2:H.1: Present visually

2.2:H.2: Present orally

2.2:I.2: Identify alternative courses of action and predict likely consequences of each

Standards:

CV: 6:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels, e.g., problem solving (Themes: B, J)

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

57: Democracy in Action

Skills:

2.1:B.3: Distinguish between facts, interpretations and opinion

2.2: E.1: Access relevant and reliable websites

2.2: E.2: Search effectively and efficiently

2.2: E.3: Judge websites for reliability, bias, and appropriateness

2.2:G.3: Compare and contrast credibility of differing accounts of the same event

2.2:H.1: Present visually

2.2:I.2: Identify alternative courses of action and predict likely consequences of each

Standards:

CV: 6:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels, e.g., problem solving (Themes: B, J)

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

58: There Ought to be a Law

Skills:

2.1:B.3: *Distinguish between facts, interpretations and opinion*

2.2:E.1: *Access relevant and reliable websites*

2.2:E.2: *Search effectively and efficiently*

2.2 E.3: *Judge websites for reliability, bias, and appropriateness*

2.2:H.3: *Present visually*

2.2:I.2: *Identify alternative courses of action and predict likely consequences of each*

Standards:

CV: 4:2.2: Explain how laws and/or policies are made at local and state levels (Themes: A, B, H)

CV: 6:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels, e.g., problem solving (Themes: B, J)

CV: 8:2.4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees. (Themes: B, H)

CV: 8.3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

59: Power of Print

Skills:

2.1:B.3: *Distinguish between facts, interpretations and opinion*

2.2:G.3: *Compare and contrast credibility of differing accounts of the same event*

2.2:H.3: *Present in writing*

2.2:I.3: *Take into account relevant ethical values and principles*

Standards:

CV: 6:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels, e.g., problem solving (Themes: B, J)

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

CV: 8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A, B, J)

60: Publicize It!!

Skills:

2.1:B.3: *Distinguish between facts, interpretations and opinion*

2.2:H.3: *Present in writing*

2.2:I.3: *Take into account relevant ethical values and principles*

Standards:

CV: 6:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal levels, e.g., problem solving (Themes: B, J)

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

CV: 8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A, B, J)

61: The Closer You Look

NONE

62: To Be A Tree

NONE

63: Tree Factory

NONE

64: Looking at Leaves

NONE

65: Bursting Buds

NONE

66: Germinating Giants

NONE

67: How Big is Your Tree?

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.2:F.1: *Group data in categories according to appropriate criteria*

2.2:H.1: *Present visually*

2.2:I.1: *Secure needed factual information relevant to making the decision*

Standard:

GE: 4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C, E, G)

68: Name That Tree

NONE

69: Forest for the Trees

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.2: G.1: *Draw inferences from factual material*

2.2: G.4: *Form opinion based on critical examination of relevant information*

2.2:H.1: *Present visually*

2.2:I.1: *Secure needed factual information relevant to making the decision*

Standards:

GE: 4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands. (Themes: C, D, F)

GE: 4:5.1: Illustrate how people modify the physical environment (Themes: C, D)

GE: 6:3.4: Explain how human activities influence changes in ecosystems (Themes: C, G)

70: Soil Stories

Skills:

2.1:A.1: Use economic and geographic data, historical sources, as well as other appropriate sources

2.2:F.1: Group data in categories according to appropriate criteria

2.2:H.1: Present visually

2.2:H.2: Present orally

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

GE: 2:5.2: Investigate how people use resources (Themes: A, C)

GE: 4:5.1: Illustrate how people modify the physical environment (Themes: C, D)

GE: 6:3.4: Explain how human activities influence changes in ecosystems (Themes: C, G)

71: Watch on Wetlands

Skills:

2.1:A.1: Use economic and geographic data, historical sources, as well as other appropriate sources

2.1:E.1: Access relevant and reliable websites

2.2:H.1: Present visually

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes C, D, G)

GE: 8:3.1: Recognize how physical processes influence the formation and distribution of resources (Themes: C, G)

72: Air We Breathe

NONE

73: Waste Watchers

Skills:

2.2:F.3: Place data in tabular form: charts, graphs, and illustrations

2.2:G.1: Draw inferences from factual material

2.2:G.4: Form opinion based on critical examination of relevant information

2.2:I.1: Secure needed factual information relevant to making the decision

2.2:I.2: Identify alternative courses of action and predict likely consequences of each

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes C, D, G)

EC: 6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Theme: D)

GE: 6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Theme: G)

74: People, Places, Things

Skills:

2.1:A.1: Use economic and geographic data, historical sources, as well as other appropriate sources

2.2:H.1: Present visually

2.2:H.2: Present orally

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

CV: 2:4.1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B, C)

CV: 2:4.2: Discuss ways individuals can be involved in their community (Theme: B)

GE: 2:2.1: Explore the physical characteristics of place

75: Tipi Talk

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.2:H.1: *Present visually*

2.2:I.1: *Secure needed factual information relevant to making the decision*

Standards:

GE: 4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands. (Themes: C, D, F)

GE: 4:4.4: Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns. (Themes: E, I)

GE: 4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D)

GE: 6:4.4: Analyze the spatial patterns of settlement (Themes: C, E)

76: Tree Cookies

NONE

77: Trees in Trouble

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.1:B.2: *Detect cause and effect relationships*

2.1: E.1: *Access relevant and reliable websites*

2.2: F.1: *Group data in categories according to appropriate criteria*

2.2: F.2: *Place in proper sequence, i.e., in order of occurrence, including in timelines, or in order of importance, etc.*

2.2: H.1: *Present visually*

2.2: I.1: *Secure needed factual information relevant to making the decision*

2.2: I.4: *Justify interpretation by citing evidence*

Standards:

CV: 4:2.2: Explain how laws and/or policies are made at local and state levels (Themes: A, B, H)

GE: 4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C, E, G)

GE: 4:3.5: Investigate how humans interact with ecosystems (Themes: C, D, F)

GE: 6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C, G)

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes: E, G)

78: Signs of Fall

NONE

79: Tree Lifecycle

NONE

80: Nothing Succeeds Like Succession

NONE

81: Living with Fire

Skills:

2.1:A.1: Use economic and geographic data, historical sources, as well as other appropriate sources

2.2:H.1: Present visually

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

GE: 4:3.5: Investigate how humans interact with ecosystems (Themes: C, D, F)

GE: 6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification. (Themes: C, F)

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes: E, G)

82: Resource-Go-Round

Skills:

2.1:A.1: Use economic and geographic data, historical sources, as well as other appropriate sources

2.2:H.1: Present visually

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

EC: 4:2.1: Explain why needs and wants are unlimited and resources are limited (Themes: C, D)

EC: 6:2.2: Identify the factors of production, e.g., human resources, capital resources, natural resources (Themes: D, G)

83: A Peek at Packaging

Skills:

2.1: B.2: *Detect cause and effect relationships*

2.2: G.1: *Draw inferences from factual material*

2.2: G.4: *Form opinion based on critical examination of relevant information*

2.2: I.4: *Justify interpretation by citing evidence*

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

EC: 6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Theme: D)

EC: 6:2.2: Identify the factors of production, e.g., human resources, capital resources, natural resources (Themes: D, G)

84: The Global Climate

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.1:E.1: *Access relevant and reliable websites*

2.2:G.3: *Compare and contrast credibility of differing accounts of the same event*

2.2:H.1: *Present visually*

Standards:

CV: 8:3.1: Illustrate the importance of countries working together to resolve problems (Theme: A)

CV: 8:3.2: Analyze environmental, economic, and technological developments and their impact on society. (Themes: C, D, G)

EC: 6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Theme: D)

GE: 6:3.4: Explain how human activities influence changes in ecosystems (Themes: C, G)

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes: E, G)

85: In The Driver's Seat

Skills:

2.1:A.1: Use economic and geographic data, historical sources, as well as other appropriate sources

2.1:E.1: Access relevant and reliable websites

2.2:H.1: Present visually

Standards:

EC: 6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Theme: D)

EC: 6:2.2: Identify the factors of production, e.g., human resources, capital resources, natural resources (Themes: D, G)

EC: 8:2.1: Identify and explain the determinants of supply and demand (Themes: D, G)

GE: 6:3.4: Explain how human activities influence changes in ecosystems (Themes: C, G)

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes E, G)

86: Our Changing World

Skills:

2.1:A.1: Use economic and geographic data, historical sources, as well as other appropriate sources

2.2:H.1: Present visually

2.2: H.2: Present orally

2.2:I.1: Secure needed factual information relevant to making the decision

2.2:I.2: Identify alternative courses of action and predict likely consequences of each

Standards:

EC: 6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Theme: D)

GE: 6:3.4: Explain how human activities influence changes in ecosystems (Themes: C, G)

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes: E, G)

GE: 8:3.1: Recognize how physical processes influence the formation and distribution of resources (Themes: C, G)

87: Earth Manners

Skills:

2.1: B.2: *Detect cause and effect relationships*

2.2:H.1: *Present visually*

2.2:I.2: *Identify alternative courses of action and predict likely consequences of each*

2.2:J.1: *Communicate and defend one's own belief, feelings, and convictions*

Standards:

GE: 2:2.1: Explore the physical, and human characteristics of place (Themes(C, E, G)

GE: 4:2.1: Describe the physical and human characteristics of places (Theme: C, E,G)

88: Life on the Edge

Skills:

2.2:H.1: *Present visually*

2.2:H.2: *Present orally*

2.2:H.3: *Take into account relevant ethical values and principals*

2.2:I.2: *Identify alternative courses of action and predict likely consequences of each*

Standards:

CV: 8:3.1: Illustrate the importance of countries working together to resolve problems (Theme: A)

GE: 4:4.1: Recognize the distribution of a population and its underlying causes (Themes: C, I)

GE: 6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification. (Themes: C, F)

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes: E, G)

89: Trees for Many Reasons

Skills:

2.2:H.1: *Present visually*

2.2:H.2: *Present orally*

2.2:I.1: *Secure needed factual information relevant to making the decision*

2.2:I.2: *Identify alternative courses of action and predict likely consequences of each*

Standards:

GE: 2:3.2: Explore the components and distribution of ecosystems (Theme: C)

GE: 6:3.4: Explain how human activities influence changes in ecosystems (Themes: C, G)

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes: E, G)

90: Native Ways

Skills:

2.2:E.1: Access relevant and reliable websites

2.2:F.2: place events in proper sequence

2.2:H.3: Take into account relevant ethical values and principals

2.2:I.2: Identify alternative courses of action and predict likely consequences of each

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

HI: 4:3.2: Explore how art, music and literature often reflect and/or influence major ideals, values and conflicts of a particular time period (Theme: J)

HI: 6:3.1: Examine how the art, music and literature of our nation had been enhanced by groups (Themes: E, J)

HI: 8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods (Themes E, J)

91: In the Good Old Days

Skills:

2.2:E.1: Access relevant and reliable websites

2.2:F.2: place events in proper sequence

2.2:H.3: Take into account relevant ethical values and principals

2.2:I.2: Identify alternative courses of action and predict likely consequences of each

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

GE: 6:5.4: Assess why people have different viewpoints regarding resource use (Themes: A, E)

92: A Look at Lifestyles

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.1:E.1: *Access relevant and reliable websites*

2.2:G.3: *Compare and contrast credibility of differing accounts of the same event*

2.2:H.2: *Present orally*

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

GE: 6:5.4: Assess why people have different viewpoints regarding resource use (Themes: A, E)

HI: 6:4.3: Demonstrate an understanding of how westward movement led to personal opportunities (Themes: C, D, H)

93: Paper Civilizations

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.1:E.1: *Access relevant and reliable websites*

2.2:H.1: *Present visually*

2.2:H.2: *Present orally*

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

EC: 6:2.2: Identify the factors of production, e.g., natural resources (Themes: D, G)

GE: 6:5.2: Examine the role of technology in the human modification of the physical environment (Theme: G)

HI: 6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life (Themes: C, E, G)

WH: 6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E, G)

WH: 6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet. (Themes: G, J)

94: By the Rivers of Babylon

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.2:G.1: *Draw inferences from factual material*

2.2:G.2: *Recognize that more than one reasoned interpretation of factual material is valid*

2.2:G.6: *Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events*

2.2:G.7: *Take into account when interpreting events or behaviors context of their time and place*

2.2:H.1: *Present visually*

2.2:H.2: *Present orally*

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

GE: 6:3.4: Explain how human activities influence changes in ecosystems (Themes: C, G)

GE: 6:5.1: Understand the consequences of human modification of the physical environment (Themes: E, G)

GE: 6:5.2: Examine the role of technology in the human modification of the physical environment (Theme: G)

GE: 6:5.4: Assess why people have different viewpoints regarding resource use (Themes: A, E)

GE: 8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C, G)

95: Did You Notice?

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.1:E.1: *Access relevant and reliable websites*

2.2:F.2: *Place in proper sequence, i.e., in order of occurrence, including timelines, or in order of importance*

2.2:G.3: *Compare and contrast credibility of differing accounts of the same event*

2.2:H.1: *Present visually*

2.2:H.2: *Present orally*

Standards:

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

GE: 2:2.1: Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C, E, G)

GE: 4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C, E, G)

GE: 4:2.2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude. (Themes: C)

GE: 4:2.4: Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion. (Themes: C, E, I)

GE: 6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C, G)

GE: 6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification. (Themes: C, F)

GE: 6:5.2: Examine the role of technology in the human modification of the physical environment (Theme: G)

96: Improve Your Place

Skills:

2.1:A.1: *Use economic and geographic data, historical sources, as well as other appropriate sources*

2.1:E.1: *Access relevant and reliable websites*

2.2:H.1: *Present visually*

2.2:H.3: *Take into account relevant ethical values and principals*

2.2:I.2: *Identify alternative courses of action and predict likely consequences of each*

Standards:

CV: 6:4.1: Evaluate those characteristics that promote good citizenship (Themes: A, B)

CV: 8:3.2: Analyze environmental, economic and technological developments and their impact on society (Themes: C, D, G)

CV: 8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life (Themes: A, B, J)

GE: 6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Theme: C)

GE: 6:5.2: Examine the role of technology in the human modification of the physical environment (Theme: G)

GE: 6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Theme: C)

GE: 6:5.4: Assess why people have different viewpoints regarding resource use (Themes: A, E)

ENERGY AND SOCIETY ACTIVITY GUIDE Pre K-8

Activity 1

Energy Detectives

None

Activity 2

May the Source Be with You

Skills:

2.2:G.1: Draw inferences from factual material

2.2:G.3: Compare and contrast credibility of differing accounts of the same event

2.2:H.1: Present visually

2.2:I.1: Secure needed factual information relevant to making the decision

Standards:

GE:4.3.3: Describe how Earth-Sun relationship affects conditions on Earth (Theme: C)

GE:4.5.3: Examine the effects of the use of renewable and non renewable resources on human systems (Themes: C,D)

GE:6.5.2: Examine the role of technology in the human modification of the physical environment (Theme: G)

GE:8.3.1: Recognize how physical processes influence the formation and distribution of resources (Themes: C,G)

Activity 3

Energy Chains

None

Activity 4

What Powers the Move?

Skills:

2.2:G.1: Draw inferences from factual material

2.2:G.3: Compare and contrast credibility of differing accounts of the same event

2.2:G.6: Reinterpret events in terms of what might have happened and show the likely effects on subsequent events

2.2:H.2: Present orally

2.2:I.4: Justify interpretation by citing evidence

Standards:

CV:4.2.2: Explain how laws and/or policies are made at local and state levels (Themes: A,B,H)

GE:6.5.4: Assess why people have different viewpoints regarding resource use (Themes: E,E)

GE:8.3.1: Recognize how physical processes influence the formation and distribution of resources (Themes: C,G)

CV:8.3.2: Analyze environmental, economic, and technological developments and their impact on society (Themes: C,D,G)

CV: 8.4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal level (Themes: A, B, J)

Activity 5

In the Driver's Seat

Skills:

2.2:G.1: *Draw inferences from factual material*

2.2:G.3: *Compare and contrast credibility of differing accounts of the same event*

2.2:G.6: *Reinterpret events in terms of what might have happened and show the likely effects on subsequent events*

2.2:I.4: *Justify interpretation by citing evidence*

Standards:

GE:6.5.4: Asses why people have different viewpoints regarding resource use (Theme: A,E)

CV:8.3.2: Analyze environmental, economic, and technological developments and their impact on society (Themes: C,D,G)

CV: 8.4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal level (Themes: A,B,J)

Activity 6

Energy Challenge Game

Skills:

2.2:G.1: *Draw inferences from factual material*

2.2:G.3: *Compare and contrast credibility of differing accounts of the same event*

2.2:G.6: *Reinterpret events in terms of what might have happened and show the likely effects on subsequent events*

2.2:H.1: *Present visually*

2.2:I.4: *Justify interpretation by citing evidence*

2.2:I.1: *Secure needed factual information relevant to making the decision*

A Handbook Linking Project Learning Tree's *PreK-8 Environmental Education Activity Guide* and *Energy and Society* to K-12 Social Studies New Hampshire Curriculum Framework

Standards:

CV:4.2.2: Explain how laws and/or policies are made at local and state levels (Themes: A,B,H)

GE:4.3.3: Describe how Earth-Sun relationship affects conditions on Earth (Theme: C)

GE:4.5.3: Examine the effects of the use of renewable and non renewable resources on human systems (Themes: C,D)

GE:6.5.2: Examine the role of technology in the human modification of the physical environment (Theme: G)

GE:6.5.4: Assess why people have different viewpoints regarding resource use (Theme: A,E)

GE:8.3.1: Recognize how physical processes influence the formation and distribution of resources (Themes: C,G)

CV:8.3.2: Analyze environmental, economic, and technological developments and their impact on society (Themes: C,D,G)

CV: 8.4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state and federal level (Themes: A,B,J)