PreK-8 ACTIVITY GUIDE CORRELATIONS

to

ELEMENTARY SCIENCE CORE CURRICULUM,

INTERMEDIATE SCIENCE CORE CURRICULUM,

and

SOCIAL STUDIES CORE CURRICULUM

2006

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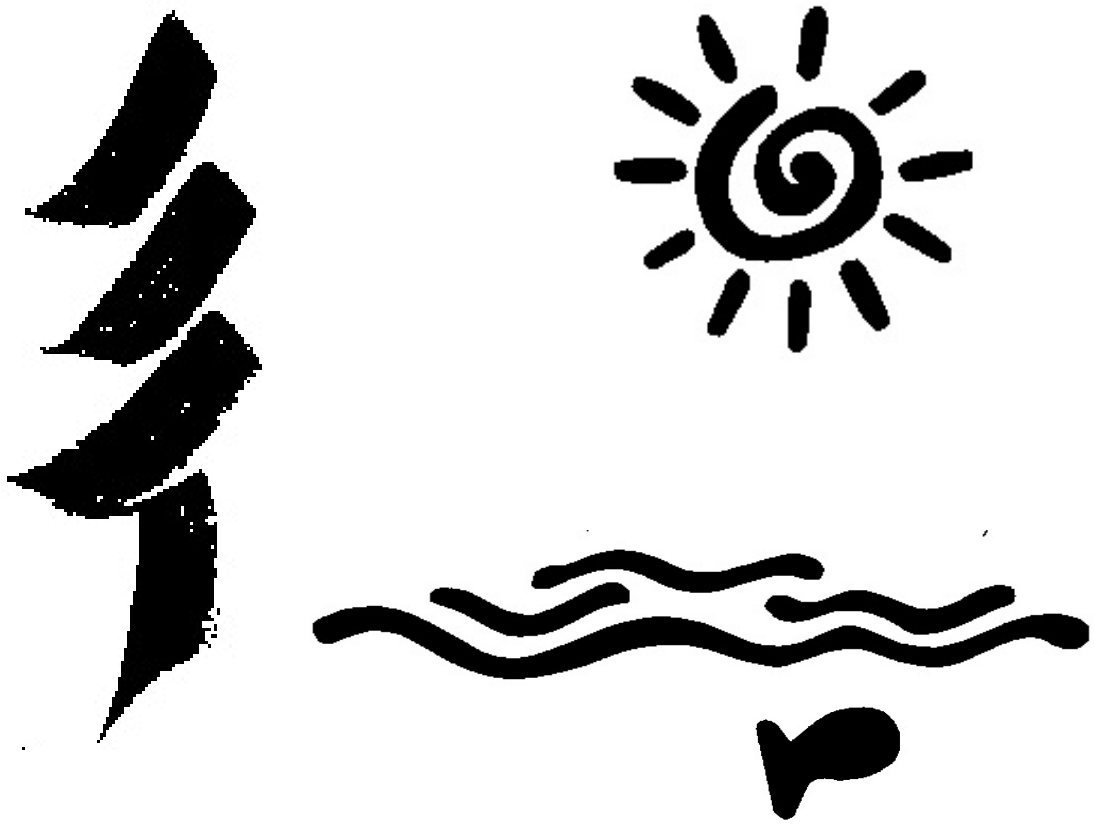


Introduction

Project Learning Tree (PLT) is an award winning, preK-12, multidisciplinary environmental education program designed to help students and educators acquire an awareness and knowledge of the natural world. Using hands-on activities and scientific inquiry, PLT teaches "how to think, not what to think" about complex environmental issues.

The purpose of these charts is to correlate PLT's PreK-8 Environmental Education Activity Guide with the Elementary Science, Intermediate Science, and Social Studies Core Curricula.

Project Learning Tree activities are recommended as resources to support classroom objectives as described in the New York State Learning Standards.

The Elementary and Intermediate Science Core Curricula are available on the New York State Education Department website: http://www.emsc.nysed.gov/ciai/mst/scirg.html

The Social Studies Core Curriculum is available on the New York State Education Department website: http://www.emsc.nysed.gov/ciai/socst/ssrg.html

Teachers are encouraged to adapt PLT activities to their grade level and their students' abilities. PLT activities can be selected for their relationship to the Science and Social Studies Core Curricula.

New York Project Learning Tree gratefully acknowledges the work of Kristy Sullivan for compiling these correlation charts. We would also like to thank John Graham (Division of Lands and Forests, New York State Department of Environmental Conservation) and Heidi Busa (Marcellus High School) for their guidance and assistance during this project.

ELEMENTARY SCIENCE CORRELATION CHARTS

The ***Elementary Science Core Curriculum*** has been written to assist teachers and supervisors as they prepare curricula, daily instruction, and assessment for the elementary level (grades K, 1, 2, 3, and 4) content and skills of Standards 1, 2, 4, 6, and 7 of the New York State *Learning Standards for Mathematics, Science, and Technology*. These learning standards identify Key Ideas and Performance Indicators. Key Ideas are broad, unifying, general statements of what students need to know. The Performance Indicators for each Key Idea are statements of what students should be able to do to provide evidence that they understand the Key Idea. As part of this continuum, the Elementary Science Core Curriculum presents Major Understandings that give more specific detail to the concepts underlying each Performance Indicator.

The Core Curriculum is *not* a syllabus. The focus is on conceptual understanding and is consistent with the approaches in the *National Science Education Standards and Benchmarks for Science Literacy: Project 2061*. The Core Curriculum is a guide for the preparation of elementary level curriculum, daily instruction, and assessment, the beginning stage in a K-12 continuum of science education. The Core Curriculum specifically addresses only the content and skills to be tested by State examinations.

The Core Curriculum reflects only a portion of the content to be covered in an elementary science program. It is expected that additional content will be supplied locally. The Core Curriculum reflects the content that must be addressed at the elementary level. Content, especially the Major Understandings, can appear on State examinations. The Core Curriculum allows teachers the flexibility and professional freedom to expand upon and develop instruction that addresses the New York State *Learning Standards for Mathematics, Science, and Technology* at the appropriate level for their students. Since the core curriculum contains less than 100% of the content, the time required to teach can vary with the needs of individual students (especially in terms of remediation or acceleration).

The elementary science program should emphasize a hands-on and minds-on approach to learning. Students learn effectively when they are actively engaged in the discovery process, often working in small groups. **Experiences should provide students with opportunities to interact as directly as possible with the natural world in order to construct explanations about their world. This approach will allow students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy.**

Children's natural curiosity leads them to explore the natural world. They should be provided opportunities to have direct experience with common objects, materials, and living things in their environments. Less important is the memorization of specialized terminology and technical details. Good instruction focuses on understanding important relationships, processes, mechanisms, and applications of concepts. Future assessments will test students' ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. It is hoped that the general nature of these statements will encourage the teaching of science for understanding, instead of for memorization. Teachers are encouraged to help their students find concepts that interconnect many of the key ideas to each other.

It is hoped that the units designed using the core curriculum will prepare our students to explore the most important ideas about our physical setting and our living environment. Scientifically literate students understand the basic concepts and processes and can apply them in real life situations. The science educators throughout New York State who collaborated on the writing of the core curriculum believe that it will contribute to the scientific literacy of all students.

Source: Elementary Science Core Curriculum, New York State Education Department.

New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Standard 1 Mathematical Analysis	**Key Idea**										
	1	*			*						
	2	*			*		*				
	3	*			*		*				
Standard 1 Scientific Inquiry	**Key Idea**										
	1				*		*			*	
	2				*						
	3				*					*	
Standard 1 Engineering Design	**Key Idea**										
	1				*						
Standard 2 Information Systems	**Key Idea**										
	1	*	*		*	*	*	*			*
	2				*						
	3				*						
Standard 6 Interconnectedness	**Key Idea**										
	1		*	*	*	*	*	*	*	*	
	2	*		*	*		*	*	*		
	3	*	*		*		*			*	
	4				*						
	5				*						
	6				*						
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1	*			*		*				
	2				*		*			*	
Standard 4 Physical Setting	**Key Idea**										
	1										
	2							*	*	*	
	3		*								
	4				*						
	5										
Standard 4 Living Environment	**Key Idea**										
	1	*	*	*	*	*	*	*	*	*	*
	2		*	*			*	*	*	*	
	3		*	*			*	*	*	*	*
	4								*	*	
	5			*			*	*	*	*	*
	6			*	*	*	*	*	*	*	*
	7	*	*		*	*			*	*	

New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
Standard 1 Mathematical Analysis	**Key Idea**										
	1				*		*				
	2				*		*				
	3				*		*				
Standard 1 Scientific Inquiry	**Key Idea**										
	1						*				
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1				*	*					
Standard 2 Information Systems	**Key Idea**										
	1	*				*	*				*
	2										*
	3										*
Standard 6 Interconnectedness	**Key Idea**										
	1	*			*		*		*		*
	2	*			*		*				*
	3				*		*				*
	4				*		*				*
	5				*		*				
	6				*		*				
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1				*		*				*
	2				*		*				*
Standard 4 Physical Setting	**Key Idea**										
	1								*		
	2				*	*					*
	3				*	*					*
	4				*	*					
	5										
Standard 4 Living Environment	**Key Idea**										
	1	*		*	*	*	*		*		*
	2	*					*				
	3	*					*				
	4	*			*	*	*				
	5	*			*	*	*				*
	6	*			*	*	*		*		*
	7			*	*	*	*		*		*

New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
Standard 1 Mathematical Analysis	**Key Idea**										
	1	*	*			*		*	*		
	2	*	*			*		*			
	3	*	*			*		*			
Standard 1 Scientific Inquiry	**Key Idea**										
	1	*	*	*	*				*		
	2				*				*		
	3				*				*		
Standard 1 Engineering Design	**Key Idea**										
	1										*
Standard 2 Information Systems	**Key Idea**										
	1	*	*	*	*						*
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*	*	*	*		*	*		*
	2	*	*	*	*			*	*		*
	3	*	*	*	*	*		*			
	4	*	*	*	*			*	*		
	5	*	*		*	*		*			
	6										
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1	*	*	*	*	*		*			
	2	*	*	*	*	*		*			
Standard 4 Physical Setting	**Key Idea**										
	1	*									
	2	*		*	*			*	*		*
	3	*		*		*			*		*
	4				*			*	*		*
	5										
Standard 4 Living Environment	**Key Idea**										
	1	*	*	*	*	*		*	*		*
	2	*	*	*	*						
	3	*	*	*	*	*		*	*		
	4	*	*	*	*			*	*		
	5	*	*	*	*	*		*	*		*
	6	*	*	*	*	*		*	*		*
	7	*	*	*	*	*		*	*		*

New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
Standard 1 Mathematical Analysis	**Key Idea**										
	1						*		*		
	2						*		*		
	3						*		*		
Standard 1 Scientific Inquiry	**Key Idea**										
	1								*		
	2								*		
	3								*		
Standard 1 Engineering Design	**Key Idea**										
	1	*							*		
Standard 2 Information Systems	**Key Idea**										
	1	*			*		*		*	*	*
	2	*									
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*		*		*		*	*	
	2						*		*	*	
	3						*		*		
	4	*	*		*		*		*	*	
	5	*	*		*		*		*		
	6	*	*		*		*		*	*	
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1						*		*		
	2	*					*		*	*	
Standard 4 Physical Setting	**Key Idea**										
	1										
	2	*			*		*		*	*	
	3				*		*		*	*	
	4				*				*	*	
	5								*	*	
Standard 4 Living Environment	**Key Idea**										
	1	*	*		*		*			*	
	2										
	3	*	*		*		*				
	4	*	*		*						
	5	*	*		*		*				
	6	*	*		*		*		*	*	*
	7	*	*		*		*		*	*	*

New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
Standard 1 Mathematical Analysis	**Key Idea**										
	1	*						*	*		
	2	*						*	*		
	3	*						*	*		
Standard 1 Scientific Inquiry	**Key Idea**										
	1	*	*				*	*	*		
	2	*	*						*		
	3	*	*						*		
Standard 1 Engineering Design	**Key Idea**										
	1										
Standard 2 Information Systems	**Key Idea**										
	1	*		*		*	*	*	*	*	
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*	*	*	*	*	*	*	*	
	2				*	*	*	*	*	*	
	3	*		*	*	*	*	*	*	*	
	4	*	*		*	*		*	*	*	
	5	*	*		*	*			*		
	6	*	*			*					
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1	*						*	*		
	2	*						*	*	*	
Standard 4 Physical Setting	**Key Idea**										
	1	*	*		*				*		
	2	*	*		*				*	*	
	3	*	*	*	*				*	*	
	4	*	*		*						
	5			*	*				*		
Standard 4 Living Environment	**Key Idea**										
	1	*	*	*	*	*	*	*	*	*	
	2	*								*	
	3	*	*	*		*	*	*	*	*	
	4	*		*		*				*	
	5	*	*		*	*	*	*	*	*	
	6	*	*	*	*	*	*	*	*	*	
	7	*	*	*	*	*	*	*		*	

New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		51	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**
Standard 1 Mathematical Analysis	**Key Idea**										
	1			*							
	2			*							
	3										
Standard 1 Scientific Inquiry	**Key Idea**										
	1										
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1	*		*							
Standard 2 Information Systems	**Key Idea**										
	1	*		*							
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*		*	*						
	2	*		*	*						
	3	*		*	*						
	4	*		*	*						
	5	*		*	*						
	6	*		*	*						
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1			*							
	2			*							
Standard 4 Physical Setting	**Key Idea**										
	1										
	2										
	3	*		*							
	4	*		*							
	5			*							
Standard 4 Living Environment	**Key Idea**										
	1	*			*						
	2										
	3										
	4										
	5										
	6				*						
	7	*		*	*						

New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		61	**62**	**63**	**64**	**65**	**66**	**67**	**68**	**69**	**70**
Standard 1 Mathematical Analysis	**Key Idea**										
	1						*	*		*	
	2						*	*		*	
	3					*	*	*		*	*
Standard 1 Scientific Inquiry	**Key Idea**										
	1										
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1										*
Standard 2 Information Systems	**Key Idea**										
	1	*	*	*	*	*	*		*	*	*
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*	*	*	*	*		*	*	*
	2	*	*	*	*	*	*	*	*	*	*
	3	*	*	*	*	*	*	*	*	*	*
	4	*	*	*		*	*			*	*
	5	*				*				*	
	6									*	
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1										*
	2						*	*			*
Standard 4 Physical Setting	**Key Idea**										
	1										
	2		*	*		*				*	*
	3	*	*	*	*	*	*	*	*	*	*
	4		*	*			*			*	
	5			*			*				
Standard 4 Living Environment	**Key Idea**										
	1	*	*	*		*	*	*	*	*	*
	2						*				
	3	*	*	*	*	*	*	*		*	
	4	*	*	*		*	*			*	
	5	*	*	*		*	*			*	
	6	*	*	*	*	*	*	*		*	*
	7				*			*		*	*

New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		71	**72**	**73**	**74**	**75**	**76**	**77**	**78**	**79**	**80**
Standard 1 Mathematical Analysis	**Key Idea**										
	1			*				*			*
	2			*				*			*
	3			*				*			*
Standard 1 Scientific Inquiry	**Key Idea**										
	1							*	*		*
	2							*			*
	3							*			*
Standard 1 Engineering Design	**Key Idea**										
	1										
Standard 2 Information Systems	**Key Idea**										
	1			*			*	*	*	*	*
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1			*		*	*	*	*	*	*
	2					*	*	*	*	*	*
	3			*		*	*	*	*	*	*
	4			*		*	*	*	*	*	*
	5			*		*	*	*	*	*	*
	6			*		*		*			*
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1			*				*			*
	2			*				*		*	*
Standard 4 Physical Setting	**Key Idea**										
	1			*		*		*	*	*	*
	2			*		*	*	*	*	*	*
	3					*	*	*	*		*
	4			*		*		*	*		
	5			*		*					
Standard 4 Living Environment	**Key Idea**										
	1					*	*	*	*	*	*
	2									*	*
	3						*	*	*	*	*
	4						*	*		*	*
	5						*	*	*	*	*
	6					*	*	*	*	*	*
	7			*		*	*	*		*	*

New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		81	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**90**
Standard 1 Mathematical Analysis	**Key Idea**										
	1										
	2										
	3										
Standard 1 Scientific Inquiry	**Key Idea**										
	1										
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1										
Standard 2 Information Systems	**Key Idea**										
	1	*	*					*	*	*	*
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*					*	*	*	*
	2	*	*					*	*		
	3	*	*					*	*	*	
	4		*					*	*	*	*
	5		*						*	*	*
	6	*	*						*	*	*
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1										
	2								*	*	
Standard 4 Physical Setting	**Key Idea**										
	1										
	2	*							*	*	*
	3	*	*							*	
	4	*	*							*	
	5	*	*								
Standard 4 Living Environment	**Key Idea**										
	1	*	*					*	*	*	*
	2										
	3	*						*	*	*	*
	4	*	*						*	*	*
	5							*	*	*	*
	6	*	*					*	*	*	*
	7	*	*					*	*	*	*

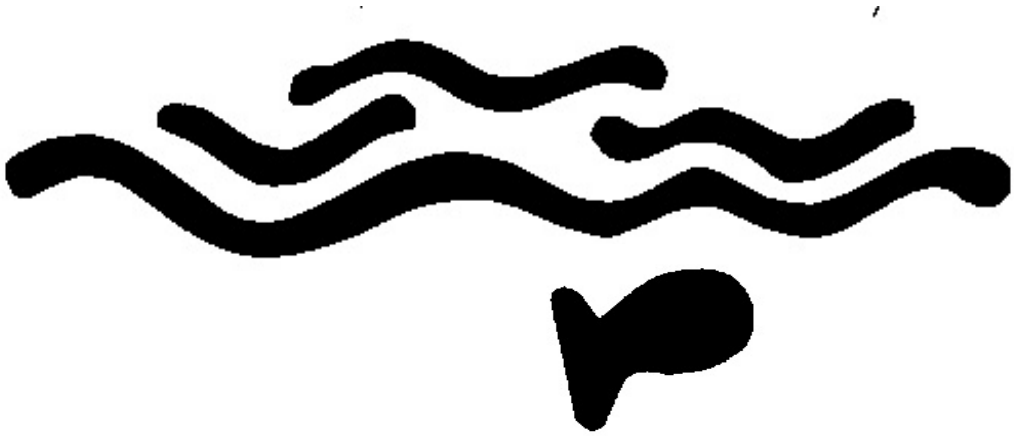
New York Project Learning Tree
Correlation to NYS Learning Standards for Elementary Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		91	**92**	**93**	**94**	**95**	**96**				
Standard 1 Mathematical Analysis	**Key Idea**										
	1										
	2										
	3										
Standard 1 Scientific Inquiry	**Key Idea**										
	1										
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1										
Standard 2 Information Systems	**Key Idea**										
	1										
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1										
	2										
	3										
	4										
	5										
	6										
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1										
	2										
Standard 4 Physical Setting	**Key Idea**										
	1										
	2										
	3										
	4										
	5										
Standard 4 Living Environment	**Key Idea**										
	1										
	2										
	3										
	4										
	5										
	6										
	7										

INTERMEDIATE SCIENCE CORRELATION CHARTS



The ***Intermediate Science Core Curriculum*** has been written to assist teachers and supervisors as they prepare curriculum, instruction, and assessment for the intermediate level (grades 5, 6, 7, and 8) content of Standards 1, 2, 4, 6, and 7 of the New York State *Learning Standards for Mathematics, Science, and Technology*. These learning standards identify Key Ideas and Performance Indicators. Key Ideas are broad, unifying, general statements of what students need to know. The Performance Indicators for each Key Idea are statements of what students should be able to do to provide evidence that they understand the Key Idea. As part of this continuum, the Intermediate Science Core Curriculum presents Major Understandings that give more specific detail to the concepts underlying each Performance Indicator.

The Core Curriculum is *not* a syllabus. It addresses only the content and skills to be tested by the Intermediate Level Science Assessment. The Core Curriculum has been prepared with the assumption that the content and skills as outlined in the *Learning Standards for Mathematics, Science, and Technology* at the elementary level have been taught previously. The Core Curriculum is a guide for the preparation of intermediate level curriculum, instruction, and assessment, the middle stage in a K-12 continuum of science education. The lack of detail in the Core Curriculum should not be seen as a shortcoming. Rather, the focus on conceptual understanding is consistent with the approaches recommended in the *National Science Education Standards and Benchmarks of Science Literacy: Project 2061*.

It is essential that instruction focus on understanding important relationships, processes, mechanisms, and applications of concepts. Less important is the memorization of specialized terminology and technical details. Future assessments will test students' ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. It is hoped that the general nature of these statements will encourage the teaching of science for understanding, instead of for memorization. The question has been asked for each Key Idea: What do students need to know to have science literacy within that broad theme? The general nature of the Major Understandings in the Core Curriculum will also permit teachers more flexibility in instruction and greater variation in assessment than would a more explicit syllabus.

The order of presentation and numbering of all statements in the Core Curriculum are not meant to indicate any recommended sequence of instruction. For example, teachers may decide to deal with the concepts in Key Idea 4 before Key Ideas 2 and 3. Major Understandings have not been prioritized, nor have they been organized in any manner to indicate time allotments. Teachers are encouraged to find and elaborate for students the conceptual cross-linkages that interconnect many of the Key Ideas to each other and to other mathematics, science, and technology learning standards.

The courses designed using the Core Curriculum will hopefully prepare our students to explain, both accurately and with appropriate depth, the most important ideas about our physical setting and our living environment. Students, in attaining science literacy, ought to be able to give these explanations, in their own words, by the time they graduate and long after they have completed their high school education. The science educators throughout New York State who collaborated on the writing of the Core Curriculum fervently hope that this goal is realized in the years ahead.

Source: Intermediate Science Core Curriculum, New York State Education Department.

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Standard 1 Mathematical Analysis	**Key Idea**										
	1				*						
	2				*		*				
	3				*		*				
Standard 1 Scientific Inquiry	**Key Idea**										
	1				*		*			*	
	2				*						
	3				*					*	
Standard 1 Engineering Design	**Key Idea**										
	1				*						
Standard 2 Information Systems	**Key Idea**										
	1		*	*	*	*	*	*			*
	2				*						
	3				*						
Standard 6 Interconnectedness	**Key Idea**										
	1		*	*	*	*	*	*	*	*	
	2		*	*	*		*	*	*		
	3		*		*		*			*	
	4				*						
	5				*						
	6				*						
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1				*		*				
	2				*		*			*	
Standard 4 Physical Setting	**Key Idea**										
	1										
	2							*	*	*	
	3		*								
	4				*						
	5										
Standard 4 Living Environment	**Key Idea**										
	1		*	*	*	*	*	*	*	*	*
	2										
	3		*	*			*	*	*	*	*
	4								*	*	
	5			*			*	*	*	*	*
	6			*	*	*	*	*	*	*	*
	7				*	*			*	*	

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
Standard 1 Mathematical Analysis	**Key Idea**										
	1		*		*						
	2		*		*						
	3		*		*		*				
Standard 1 Scientific Inquiry	**Key Idea**										
	1										
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1		*		*						
Standard 2 Information Systems	**Key Idea**										
	1	*	*			*	*				*
	2		*								
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*		*				*		*
	2	*	*		*	*					*
	3				*						*
	4		*		*						*
	5		*		*						
	6		*		*						
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1		*		*						*
	2		*		*		*				*
Standard 4 Physical Setting	**Key Idea**										
	1								*		
	2				*						*
	3				*	*					
	4				*	*					
	5										
Standard 4 Living Environment	**Key Idea**										
	1	*	*	*	*	*	*				*
	2		*								
	3	*	*								
	4	*	*		*						
	5	*	*		*		*				*
	6	*	*		*		*		*	*	*
	7		*	*	*	*	*		*	*	*

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
Standard 1 Mathematical Analysis	**Key Idea**										
	1					*		*	*	*	
	2	*	*			*		*		*	
	3					*		*		*	
Standard 1 Scientific Inquiry	**Key Idea**										
	1	*	*	*	*				*	*	
	2				*				*	*	
	3				*				*	*	
Standard 1 Engineering Design	**Key Idea**										
	1										
Standard 2 Information Systems	**Key Idea**										
	1	*	*	*	*		*			*	
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*	*	*	*	*	*	*	*	
	2	*	*	*	*			*	*	*	
	3	*	*	*	*	*		*		*	
	4	*	*	*	*		*	*	*	*	
	5	*	*		*	*		*		*	
	6									*	
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1	*	*	*		*		*		*	
	2	*	*	*	*	*		*		*	
Standard 4 Physical Setting	**Key Idea**										
	1	*								*	
	2	*		*	*			*	*	*	
	3	*		*		*			*		
	4				*			*	*	*	
	5										
Standard 4 Living Environment	**Key Idea**										
	1	*	*	*	*	*	*	*	*	*	
	2										
	3				*	*	*	*	*	*	
	4	*	*	*	*		*	*	*	*	
	5	*	*	*	*	*	*	*	*	*	
	6	*	*	*	*	*	*	*	*	*	
	7	*	*	*	*	*		*	*	*	

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
Standard 1 Mathematical Analysis	**Key Idea**										
	1					*	*	*	*		
	2					*	*	*	*		
	3					*	*	*	*		
Standard 1 Scientific Inquiry	**Key Idea**										
	1							*	*		
	2							*	*		
	3							*	*		
Standard 1 Engineering Design	**Key Idea**										
	1	*									
Standard 2 Information Systems	**Key Idea**										
	1	*		*	*	*	*	*	*	*	*
	2	*									
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*	*	*	*	*	*	*	*	
	2	*				*	*	*	*	*	
	3	*				*	*	*	*		
	4	*	*	*	*	*	*	*	*	*	
	5	*	*	*	*	*	*	*	*		
	6	*	*	*	*	*	*	*	*	*	
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1					*	*	*	*		
	2	*	*	*		*	*	*	*	*	
Standard 4 Physical Setting	**Key Idea**										
	1	*	*								
	2	*	*	*	*		*	*	*	*	
	3						*	*	*	*	
	4	*		*		*	*	*	*	*	
	5								*	*	
Standard 4 Living Environment	**Key Idea**										
	1	*									
	2										
	3			*			*				
	4	*	*	*							
	5	*	*	*		*	*				
	6	*	*	*	*	*	*	*	*	*	*
	7	*	*	*	*	*	*	*	*	*	*

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
Standard 1 Mathematical Analysis	**Key Idea**										
	1	*						*	*		*
	2	*						*	*		*
	3	*						*	*		*
Standard 1 Scientific Inquiry	**Key Idea**										
	1	*					*	*	*		
	2	*							*		
	3	*	*						*		
Standard 1 Engineering Design	**Key Idea**										
	1										
Standard 2 Information Systems	**Key Idea**										
	1	*		*		*	*	*	*	*	*
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*	*	*	*	*	*	*	*	*
	2				*	*	*	*	*	*	*
	3	*		*	*	*	*	*	*	*	*
	4	*	*		*	*		*	*	*	*
	5	*	*		*	*			*		*
	6	*	*			*					*
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1	*						*	*		*
	2	*						*	*	*	*
Standard 4 Physical Setting	**Key Idea**										
	1	*	*		*				*		
	2		*		*				*	*	*
	3	*	*	*	*				*	*	
	4	*	*		*						
	5			*	*				*		
Standard 4 Living Environment	**Key Idea**										
	1	*	*	*	*	*	*	*	*	*	*
	2	*									
	3	*	*							*	*
	4	*		*						*	*
	5	*	*		*	*	*	*	*	*	*
	6	*	*	*	*	*	*	*	*	*	*
	7	*	*	*	*	*	*	*		*	*

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		51	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**
Standard 1 Mathematical Analysis	**Key Idea**										
	1			*							
	2			*							
	3										
Standard 1 Scientific Inquiry	**Key Idea**										
	1										
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1	*		*							
Standard 2 Information Systems	**Key Idea**										
	1	*	*	*							*
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*	*	*						*
	2	*	*	*	*						*
	3	*	*								
	4	*	*								
	5			*							
	6		*	*							*
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1			*							
	2			*							
Standard 4 Physical Setting	**Key Idea**										
	1										
	2		*								*
	3	*	*	*							
	4	*	*	*							
	5			*							
Standard 4 Living Environment	**Key Idea**										
	1				*						
	2										
	3										
	4										
	5										
	6				*						
	7	*	*	*	*						*

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		61	**62**	**63**	**64**	**65**	**66**	**67**	**68**	**69**	**70**
Standard 1 Mathematical Analysis	**Key Idea**										
	1						*	*		*	
	2						*	*		*	
	3					*	*	*		*	*
Standard 1 Scientific Inquiry	**Key Idea**										
	1										
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1										*
Standard 2 Information Systems	**Key Idea**										
	1	*		*	*	*	*		*	*	*
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*		*		*	*		*	*	*
	2	*		*		*	*	*	*	*	*
	3	*		*		*	*	*	*	*	*
	4			*			*			*	*
	5					*				*	
	6									*	
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1										*
	2						*	*			*
Standard 4 Physical Setting	**Key Idea**										
	1										
	2			*		*				*	*
	3	*		*	*	*	*	*	*	*	*
	4			*			*			*	
	5			*			*				
Standard 4 Living Environment	**Key Idea**										
	1	*		*	*	*	*	*	*	*	*
	2						*				
	3						*	*		*	
	4			*		*	*			*	
	5	*		*		*	*			*	
	6	*		*		*	*	*		*	*
	7				*			*		*	*

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		71	**72**	**73**	**74**	**75**	**76**	**77**	**78**	**79**	**80**
Standard 1 Mathematical Analysis	**Key Idea**										
	1	*		*				*			*
	2	*		*				*			*
	3	*		*				*			*
Standard 1 Scientific Inquiry	**Key Idea**										
	1	*	*					*	*		*
	2	*	*					*			*
	3	*	*					*			*
Standard 1 Engineering Design	**Key Idea**										
	1										
Standard 2 Information Systems	**Key Idea**										
	1	*	*	*			*	*	*	*	*
	2	*									
	3	*									
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*	*		*	*	*	*	*	*
	2	*	*			*	*	*	*	*	*
	3	*	*	*			*				
	4	*	*	*			*	*	*	*	*
	5	*		*			*	*	*	*	*
	6	*		*				*			*
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1	*		*				*			*
	2	*	*	*				*		*	*
Standard 4 Physical Setting	**Key Idea**										
	1			*		*		*	*	*	*
	2	*	*	*		*	*	*	*	*	*
	3	*	*			*	*	*	*		*
	4	*	*	*		*		*	*		
	5			*		*					
Standard 4 Living Environment	**Key Idea**										
	1	*				*	*	*	*	*	*
	2										
	3						*	*	*	*	*
	4	*					*	*		*	*
	5	*	*				*	*	*	*	*
	6	*	*			*	*	*	*	*	*
	7	*	*	*		*	*	*		*	*

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		81	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**90**
Standard 1 Mathematical Analysis	**Key Idea**										
	1				*	*					
	2				*	*					
	3				*	*					
Standard 1 Scientific Inquiry	**Key Idea**										
	1										
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1										
Standard 2 Information Systems	**Key Idea**										
	1	*	*		*	*	*		*	*	*
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*	*	*	*	*		*	*	*
	2	*	*	*	*	*	*		*		
	3	*	*		*	*	*		*		
	4		*	*	*	*	*		*	*	*
	5		*	*	*	*	*		*	*	*
	6	*	*	*	*	*	*		*	*	*
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1				*						
	2			*	*				*	*	
Standard 4 Physical Setting	**Key Idea**										
	1										
	2	*		*	*	*	*		*	*	*
	3	*	*	*	*	*	*			*	
	4	*	*	*	*	*	*			*	
	5	*	*		*	*					
Standard 4 Living Environment	**Key Idea**										
	1	*	*						*	*	*
	2										
	3	*							*	*	*
	4	*	*								
	5								*	*	*
	6	*	*				*		*	*	*
	7	*	*	*	*	*	*		*	*	*

New York Project Learning Tree
Correlation to NYS Learning Standards for Intermediate Science Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

An asterisk (*) indicates where each PLT activity correlates to
Key Ideas in Standards 1, 2, 6, 7, and 4.

		Project Learning Tree Activities									
		91	**92**	**93**	**94**	**95**	**96**				
Standard 1 Mathematical Analysis	**Key Idea**										
	1										
	2										
	3										
Standard 1 Scientific Inquiry	**Key Idea**										
	1										
	2										
	3										
Standard 1 Engineering Design	**Key Idea**										
	1										
Standard 2 Information Systems	**Key Idea**										
	1	*			*		*				
	2										
	3										
Standard 6 Interconnectedness	**Key Idea**										
	1	*	*		*		*				
	2				*		*				
	3										
	4		*		*						
	5	*	*		*		*				
	6	*	*		*		*				
Standard 7 Interdisciplinary Problem Solving	**Key Idea**										
	1										
	2	*	*		*		*				
Standard 4 Physical Setting	**Key Idea**										
	1										
	2		*		*						
	3		*		*						
	4	*	*		*		*				
	5		*		*						
Standard 4 Living Environment	**Key Idea**										
	1										
	2										
	3	*	*		*						
	4										
	5	*	*		*						
	6	*	*		*		*				
	7	*	*		*		*				

SOCIAL STUDIES CORRELATION CHARTS (CONCEPTS AND THEMES)

Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information. A concept is:

- usually abstract, as opposed to concrete.
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned.
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and different relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, stimulated by active, meaningful involvement, and developmental in nature. The concepts and themes of the K-12 social studies program demonstrate the developmental nature of concept learning. Illustrated graphically, students grow to incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing and expanding it.

Source: Social Studies Core Curriculum, New York State Education Department.

New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Concepts	**Themes**										
History	Belief Systems										
	Change				2						
	Conflict										
	Choice										
	Culture				3	3					
	Diversity										
	Empathy										
	Identity			K							
	Interdependence										
	Imperialism										
	Movement of People & Goods										
	Nationalism										
	Urbanization										
Geography	The World in Spatial Terms										
	Places & Regions				1,2						
	Physical Systems				3						
	Human Systems				1					5	
	Environment & Society				3						
	The Uses of Geography										
	Environment			K,1,2, 3,4,5,6	K,1,2,3, 4,5,6,7,8	5,6,7,8				4,5,6	
Economics	Needs & Wants										
	Economic Systems										
	Factors of Production										
	Scarcity										
	Science & Technology				1						
Civics, Citizenship, and Government	Justice										
	Nation-state										
	Citizenship										
	Political Systems										
	Power										
	Government										
	Decision Making				7						
	Civic Values				7						
	Human Rights										

New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities									
		11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
Concepts	**Themes**										
History	Belief Systems			6							
	Change		5					5,6			
	Conflict										
	Choice										
	Culture		7					5,6	K,1,3,5,6	8	K,1
	Diversity										
	Empathy							5			
	Identity								K,1,3,5,6	6	K
	Interdependence		5,6,7	5	5,6			5		6,8	
	Imperialism		7								
	Movement of People & Goods		7								
	Nationalism										
	Urbanization										
Geography	The World in Spatial Terms										
	Places & Regions		5,7		5			5,6			K,1,2
	Physical Systems		5		5			5,6	3,5,6		
	Human Systems		5,7	1,4			1	5,6			1
	Environment & Society		5,7	2	4,5	2		5,6	3,5,6	8	2
	The Uses of Geography										
	Environment		5,6,7,8	K,1,2, 3,4,5,6	4,5, 6,7,8	2,3,4, 5,6,7,8	K,1,2,3, 4,5,6,7,8	5,6,7,8	K,1,2, 3,4,5,6		K,1,2,3, 4,5,6,7,8
Economics	Needs & Wants		5	K,2,4	5,6	2	K	5,6		6,8	
	Economic Systems		5,7	3	5,6			5,6		6	
	Factors of Production		5	2,3	5	2		5		6,8	2
	Scarcity				6					6	
	Science & Technology		5,7	5,6	4,5					6,8	
Civics, Citizenship, and Government	Justice										
	Nation-state										
	Citizenship									6,8	K,2
	Political Systems										
	Power										
	Government							5,6		6,8	
	Decision Making										2
	Civic Values									6	
	Human Rights										

New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities									
		21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
Concepts	**Themes**										
History	Belief Systems										
	Change										
	Conflict										
	Choice										
	Culture										
	Diversity										
	Empathy										
	Identity										
	Interdependence										
	Imperialism										
	Movement of People & Goods										
	Nationalism										
	Urbanization										
Geography	The World in Spatial Terms										
	Places & Regions									5	1,2
	Physical Systems									5	
	Human Systems										1
	Environment & Society										2
	The Uses of Geography										
	Environment	K,1,2,3, 4,5,6,7,8	K,1,2,3, 4,5,6,7,8							5,6,7,8	1,2,3,4
Economics	Needs & Wants	K,1,2									1,2
	Economic Systems										
	Factors of Production										
	Scarcity										
	Science & Technology										
Civics, Citizenship, and Government	Justice										
	Nation-state										
	Citizenship										
	Political Systems										
	Power										
	Government										
	Decision Making										
	Civic Values										
	Human Rights										

New York Project Learning Tree
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PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities									
		31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
Concepts	**Themes**										
History	Belief Systems										
	Change					7,8	5			5,8	4,5
	Conflict										
	Choice										
	Culture		1	8	3	7,8	K	8		K,1,4,8	4,5,8
	Diversity										
	Empathy										5
	Identity									K	
	Interdependence						K			K,5,6,8	
	Imperialism										
	Movement of People & Goods					7,8					
	Nationalism					7,8					
	Urbanization					7,8					
Geography	The World in Spatial Terms									6	
	Places & Regions	2	1,2,5			7,8	2				5,8
	Physical Systems		5		3		5			4	
	Human Systems	1	1,5			7,8	4,5			1,4,6	5
	Environment & Society	2	2,5,8	8	3	7,8	2,5	8	8	2,4,6,8	4,8
	The Uses of Geography										
	Environment	1,2,3,4, 5,6,7,8	1,2,3,4, 5,6,7,8	8	3,4,5,6	7,8	K,1,2, 3,4,5,6	5,6,7,8	4,5, 6,7,8	K,1,2,3, 4,5,6,7,8	4,5, 6,7,8
Economics	Needs & Wants	1,2	1,2,5,8	8		7,8	K,1,2,5	5,8	5,8	K,1,2, 5,6,8	8
	Economic Systems		5				5	5		4,5,6	
	Factors of Production		2,5			7,8	2,5	5		5,8	5,8
	Scarcity		1								
	Science & Technology		1,5			7,8	4,5	5,8	5,8	1,4,5,8	4,8
Civics, Citizenship, and Government	Justice			8							
	Nation-state										
	Citizenship	2,4	4	8			K,2,4	8	8		4,5,8
	Political Systems										
	Power										
	Government	4	4,5			7,8	2,4,5				
	Decision Making	1,2	5	8		7,8	1,2	8	8	8	4,5,8
	Civic Values	1	5				1				
	Human Rights										

New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities									
		41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
Concepts	**Themes**										
History	Belief Systems										
	Change										8
	Conflict										
	Choice									8	
	Culture									3	8
	Diversity										
	Empathy										
	Identity										
	Interdependence										
	Imperialism										
	Movement of People & Goods										
	Nationalism										
	Urbanization										
Geography	The World in Spatial Terms									6	
	Places & Regions									3,5	
	Physical Systems									5	
	Human Systems				4,5					3,6	
	Environment & Society				8					3,8	8
	The Uses of Geography										
	Environment				4,5, 6,7,8					K,1,2,3, 4,5,6,7,8	7,8
Economics	Needs & Wants									8	8
	Economic Systems										
	Factors of Production										
	Scarcity										
	Science & Technology									8	8
Civics, Citizenship, and Government	Justice									8	
	Nation-state										
	Citizenship									8	
	Political Systems										
	Power										
	Government										8
	Decision Making										8
	Civic Values										
	Human Rights										

New York Project Learning Tree
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PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities									
		51	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**
Concepts	**Themes**										
History	Belief Systems										
	Change		5	2,4,5		1				8	
	Conflict										
	Choice										
	Culture	1,3		1,3,4	1,8	1,8					
	Diversity										
	Empathy										
	Identity	6				K					
	Interdependence		5			K,1		5			
	Imperialism										
	Movement of People & Goods										
	Nationalism										
	Urbanization										
Geography	The World in Spatial Terms										
	Places &Regions		5	2	2	K,1,2					
	Physical Systems		5								
	Human Systems		5	1,7,8		1,4					5
	Environment & Society	2,3,8	8	2,4,7,8	2,8	2,4,8	8	8		8	5,8
	The Uses of Geography										
	Environment										
Economics	Needs & Wants	1,2,3,8	5,8	1,2	2,8	K,1,2,8	8	8		8	8
	Economic Systems		5	7,8							
	Factors of Production	2,3	5	2,5		2					
	Scarcity										
	Science & Technology	1,6	5,8	5,7,8		1,4				8	5,8
Civics, Citizenship, and Government	Justice						8	8	8	8	8
	Nation-state								4		
	Citizenship				8		5,8	5,8	4,8	8	5,8
	Political Systems										
	Power										
	Government			7,8			5	5	4,5,8	8	5,8
	Decision Making				8		8	8	8	8	5,8
	Civic Values						5	5	4,5		
	Human Rights										

New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities									
		61	**62**	**63**	**64**	**65**	**66**	**67**	**68**	**69**	**70**
Concepts	**Themes**										
History	Belief Systems										
	Change										
	Conflict										
	Choice										
	Culture							6			
	Diversity										
	Empathy										
	Identity										
	Interdependence										
	Imperialism										
	Movement of People & Goods										
	Nationalism										
	Urbanization										
Geography	The World in Spatial Terms										
	Places & Regions										
	Physical Systems										5
	Human Systems										5
	Environment & Society									8	5
	The Uses of Geography										
	Environment										
Economics	Needs & Wants									5,8	
	Economic Systems									5	
	Factors of Production										
	Scarcity										
	Science & Technology							6			
Civics, Citizenship, and Government	Justice										
	Nation-state										
	Citizenship									4	
	Political Systems										
	Power										
	Government										
	Decision Making										
	Civic Values										
	Human Rights										

New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities									
		71	**72**	**73**	**74**	**75***	**76**	**77**	**78**	**79**	**80**
Concepts	**Themes**										
History	Belief Systems						1,4,5,7,8				
	Change										
	Conflict										
	Choice										
	Culture				1	4,7,8	4,5,7,8				
	Diversity					7,8					
	Empathy										
	Identity				K		1				
	Interdependence				K						
	Imperialism										
	Movement of People & Goods										
	Nationalism										
	Urbanization										
Geography	The World in Spatial Terms										
	Places & Regions				K,1,2						
	Physical Systems										
	Human Systems			5	1			5			
	Environment & Society	8		8	2		4,5,7,8	2,8			
	The Uses of Geography										
	Environment						1,2,3,4, 5,6,7,8	1,2,3,4, 5,6,7,8			
Economics	Needs & Wants	8		5,8	K,1,2	4					
	Economic Systems			5							
	Factors of Production										
	Scarcity										
	Science & Technology			8	1		4,5,7,8				
Civics, Citizenship, and Government	Justice										
	Nation-state										
	Citizenship	8			K,2						
	Political Systems										
	Power										
	Government	8			K		4,5,7,8				
	Decision Making			5	1						
	Civic Values										
	Human Rights										

* The enrichment in Activity #75 (Tipi Talk) suggests studying Longhouses of the Haudenosaunee.

New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities									
		81	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**90**
Concepts	**Themes**										7,8
History	Belief Systems							1	8	5	5,6
	Change	2			8	5	5,6,8				
	Conflict										
	Choice										
	Culture					8		1		3,8	4,5, 6,7,8
	Diversity										7,8
	Empathy										5
	Identity										5,6
	Interdependence		5,6,8			5	5,6,8				5,7,8
	Imperialism										
	Movement of People & Goods										
	Nationalism										
	Urbanization	7,8									
Geography	The World in Spatial Terms										
	Places & Regions						5,6,8	2			7,8
	Physical Systems		5,6,7,8				5,6			3	
	Human Systems	1				5	5,6		5	5	5,6,7,8
	Environment & Society	2	8	6,8		8	5,6,8	2	5,6,8	2,3, 5,6,8	4,5, 6,7,8
	The Uses of Geography										
	Environment	8									
Economics	Needs & Wants		5,6	5,8	8	5,8		K	5,6,8	2,3, 5,6,8	4
	Economic Systems		5,6	5		5	5,6				
	Factors of Production		5,8	5		5	5,6,8	2		2,3,5	
	Scarcity									6	
	Science & Technology	7,8		5,8	6,8	5,8	5,6,8		5,8	5,8	7,8
Civics, Citizenship, and Government	Justice								8		
	Nation-state										
	Citizenship							K,2,4	4,8	8	5,6
	Political Systems										
	Power										
	Government				8			K,2	4,8		5,6,7,8
	Decision Making				8			1,2	8		
	Civic Values							1			6
	Human Rights										7,8

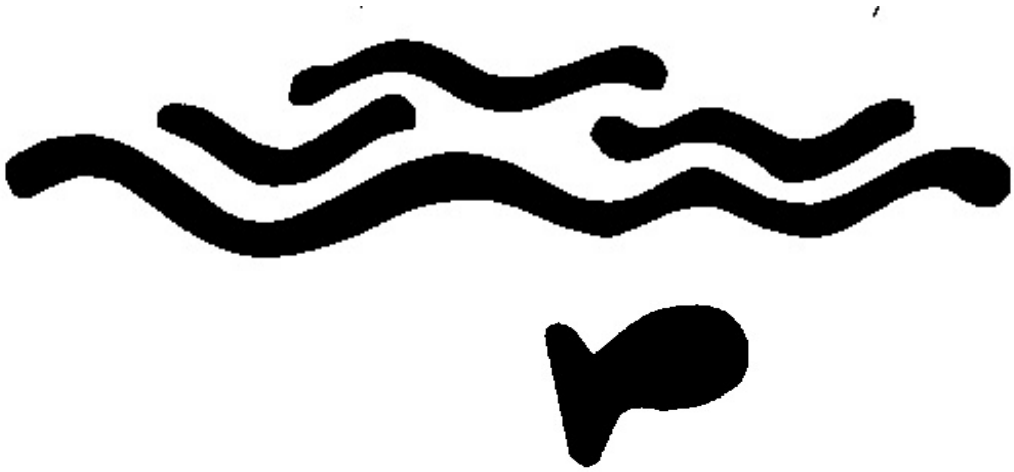
New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Concepts and Themes of the K-8 Social Studies program.

		Project Learning Tree Activities								
		91	**92**	**93**	**94**	**95**	**96**			
Concepts	**Themes**									
History	Belief Systems		7,8							
	Change	7,8	7,8	5,6,7,8	6,8	K,1,2, 4,7,8				
	Conflict									
	Choice									
	Culture	7,8	5,7,8	5,6,7,8	6,8	1,4,7,8				
	Diversity		7,8							
	Empathy		5							
	Identity			5,6,7,8	6	K				
	Interdependence		5	5,6,7,8	6,8					
	Imperialism									
	Movement of People & Goods									
	Nationalism									
	Urbanization									
Geography	The World in Spatial Terms									
	Places & Regions			5,6,7,8	6	4,7,8				
	Physical Systems		5		6					
	Human Systems		5,7,8	5,6,7,8	6	4,7,8	8			
	Environment & Society	7,8	5,7,8	5,6,7,8	6,8	4,7,8	8			
	The Uses of Geography									
	Environment					K,1,2,3, 4,5,6,7,8	8			
Economics	Needs & Wants	7,8	5,7,8	5,6,7,8	6,8					
	Economic Systems		7,8	5,6,7,8	6					
	Factors of Production				8					
	Scarcity				6					
	Science & Technology			5,6,7,8	6,8	4,7,8				
Civics, Citizenship, and Government	Justice	7,8								
	Nation-state				6					
	Citizenship	7,8	7,8		6	4,7,8	8			
	Political Systems									
	Power									
	Government	7,8			6,8	4,7,8	8			
	Decision Making	7,8			8		8			
	Civic Values						8			
	Human Rights									

SOCIAL STUDIES CORRELATION CHARTS (SKILLS)



Social Studies Skills

Content, concepts, and skills form the basis for the learning standards and goals for the New York State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the K-12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies (see Barry K. Beyer*, Developing A Thinking Skills Program*, Boston: Allyn and Bacon, 1988). Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem-solving, decision-making, inquiry, and conceptualizing. The social studies standards, performance indicators, and core curriculum provide examples of skill development strategies.

Source: Social Studies Core Curriculum, New York State Education Department.

New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Skills of the K-8 Social Studies program.

		Project Learning Tree Activities									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Chart A: Social Studies Skills	I. Getting Information			K-6	K-8	3-8				4-6	
	II. Using Information			K-6	K-8	3-8				4-6	
	III. Presenting Information				K-8	3-8				4-6	
	IV. Interpersonal and Group Relations			K-6		3-8				4-6	
Chart B: Problem-Finding/Solving Skills	Objective I				K-8						
	Objective II			K-6	K-8						
	Objective III			K-6							
	Objective IV				K-8						

		Project Learning Tree Activities									
		11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
Chart A: Social Studies Skills	I. Getting Information		5-8	2-6	4-8	2-8	K-8	5-8			K-8
	II. Using Information		5-8	2-6	4-8	2-8	K-8	5-8	K-6		K-8
	III. Presenting Information		5-8		4-8	2-8	K-8	5-8	K-6		K-8
	IV. Interpersonal and Group Relations		5-8	2-6	4-8			5-8		6-8	K-8
Chart B: Problem-Finding/Solving Skills	Objective I		5-8		4-8						
	Objective II		5-8		4-8						
	Objective III		5-8		4-8						
	Objective IV		5-8		4-8						

New York Project Learning Tree
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PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Skills of the K-8 Social Studies program.

		Project Learning Tree Activities									
		21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
Chart A: Social Studies Skills	I. Getting Information	3-8	K-8							6-8	
	II. Using Information	3-8	3-8							6-8	1-4
	III. Presenting Information	3-8	3-8							6-8	1-4
	IV. Interpersonal and Group Relations		3-8							6-8	1-4
Chart B: Problem-Finding/Solving Skills	Objective I									6-8	
	Objective II									6-8	
	Objective III									6-8	
	Objective IV									6-8	

		Project Learning Tree Activities									
		31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
Chart A: Social Studies Skills	I. Getting Information	1-8		6-8	3-6	6-8	2-6	5-8	4-8	4-8	4-8
	II. Using Information	1-8	5-8	6-8	3-6	6-8	2-6	5-8	4-8	4-8	4-8
	III. Presenting Information			6-8		6-8	2-6	5-8	4-8	4-8	4-8
	IV. Interpersonal and Group Relations	1-8	5-8	6-8		6-8		5-8	4-8	4-8	
Chart B: Problem-Finding/Solving Skills	Objective I	1-8		6-8				5-8	4-8	4-8	
	Objective II	1-8		6-8				5-8	4-8	4-8	
	Objective III	1-8		6-8				5-8	4-8	4-8	
	Objective IV	1-8		6-8				5-8	4-8	4-8	

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The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Skills of the K-8 Social Studies program.

		Project Learning Tree Activities									
		41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
Chart A: Social Studies Skills	I. Getting Information				4-8					3-8	7-8
	II. Using Information				4-8					3-8	7-8
	III. Presenting Information				4-8					3-8	7-8
	IV. Interpersonal and Group Relations									6-8	7-8
Chart B: Problem-Finding/Solving Skills	Objective I										7-8
	Objective II										7-8
	Objective III										7-8
	Objective IV										7-8

		Project Learning Tree Activities									
		51	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**
Chart A: Social Studies Skills	I. Getting Information	1-8	5-8	4-8	K-8	4-8	5-8	5-8	4-8	6-8	5-8
	II. Using Information	1-8	5-8	4-8	4-8	4-8	5-8	5-8	4-8	6-8	5-8
	III. Presenting Information	1-8	5-8	4-8	4-8	K-8	5-8	5-8	4-8	6-8	5-8
	IV. Interpersonal and Group Relations		5-8	4-8	4-8	4-8	5-8	5-8	4-8	6-8	5-8
Chart B: Problem-Finding/Solving Skills	Objective I			4-8	4-8		5-8	5-8	4-8		5-8
	Objective II			4-8	4-8		5-8	5-8	4-8		5-8
	Objective III			4-8	4-8		5-8	5-8	4-8		5-8
	Objective IV			4-8	4-8		5-8	5-8	4-8		5-8

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PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Skills of the K-8 Social Studies program.

		Project Learning Tree Activities									
		61	**62**	**63**	**64**	**65**	**66**	**67**	**68**	**69**	**70**
Chart A: Social Studies Skills	I. Getting Information							4-8		4-8	5-8
	II. Using Information							4-8		4-8	5-8
	III. Presenting Information							4-8		4-8	
	IV. Interpersonal and Group Relations									4-8	5-8
Chart B: Problem-Finding/Solving Skills	Objective I									6-8	
	Objective II									6-8	
	Objective III									6-8	
	Objective IV									6-8	

		Project Learning Tree Activities									
		71	**72**	**73**	**74**	**75**	**76**	**77**	**78**	**79**	**80**
Chart A: Social Studies Skills	I. Getting Information	7-8		4-8	K-3	4-8	3-8	1-8			
	II. Using Information	7-8		4-8	K-3	4-8	3-8	1-8			
	III. Presenting Information	7-8		4-8	K-3		3-8	1-8			
	IV. Interpersonal and Group Relations	7-8		4-8			3-8				
Chart B: Problem-Finding/Solving Skills	Objective I	7-8		4-8				4-8			
	Objective II	7-8		4-8				4-8			
	Objective III	7-8		4-8				4-8			
	Objective IV	7-8		4-8				4-8			

New York Project Learning Tree
Correlation to NYS Learning Standards for Social Studies Core Curriculum

PreK-8 ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

The numbers/letters on the chart correspond to the grade level that each PLT activity correlates to Skills of the K-8 Social Studies program.

		Project Learning Tree Activities									
		81	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**90**
Chart A: Social Studies Skills	I. Getting Information	K-8	4-8	5-8	6-8	5-8	5-8	K-4	4-8	2-8	4-8
	II. Using Information	K-8	4-8	5-8	6-8	5-8	5-8	K-4	4-8	4-8	4-8
	III. Presenting Information	4-8	4-8	5-8	6-8	5-8	5-8	K-4	4-8	4-8	
	IV. Interpersonal and Group Relations	K-8		5-8	6-8		5-8	K-4	4-8	4-8	4-8
Chart B: Problem-Finding/Solving Skills	Objective I						5-8				
	Objective II										
	Objective III						5-8				
	Objective IV						5-8				

		Project Learning Tree Activities									
		91	**92**	**93**	**94**	**95**	**96**				
Chart A: Social Studies Skills	I. Getting Information	6-8	5-8	5-8	6-8	3-8	5-8				
	II. Using Information	6-8	5-8	5-8	6-8	3-8	5-8				
	III. Presenting Information	6-8	5-8	5-8	6-8	3-8	5-8				
	IV. Interpersonal and Group Relations	6-8	5-8	5-8	6-8	3-8	5-8				
Chart B: Problem-Finding/Solving Skills	Objective I						5-8				
	Objective II						5-8				
	Objective III						5-8				
	Objective IV						5-8				

Project Learning Tree Activities by Number:

Activity Number	Activity Name
1	The Shape Of Things
2	Get In Touch With Trees
3	Peppermint Beetle
4	Sounds Around
5	Poet-Tree
6	Picture This!
7	Habitat Pen Pals
8	The Forest Of S. T. Shrew
9	Planet Diversity
10	Charting Diversity
11	Can It Be Real?
12	Invasive Species
13	We All Need Trees
14	Renewable Or Not?
15	A Few Of My Favorite Things
16	Pass The Plants, Please
17	People Of The Forest
18	Tale Of The Sun
19	Viewpoints On The Line
20	Environmental Exchange Box
21	Adopt A Tree
22	Trees As Habitats
23	The Fallen Log
24	Nature's Recyclers
25	Birds And Worms
26	Dynamic Duos
27	Every Tree For Itself
28	Air Plants
29	Rain Reasons
30	Three Cheers For Trees
31	Plant A Tree
32	A Forest Of Many Uses
33	Forest Consequences
34	Who Works In This Forest?
35	Loving It Too Much
36	Pollution Search
37	Reduce, Reuse, Recycle
38	Every Drop Counts
39	Energy Sleuths
40	Then And Now
41	How Plants Grow
42	Sunlight And Shades Of Green
43	Have Seeds, Will Travel
44	Water Wonders
45	Web Of Life
46	School Yard Safari
47	Are Vacant Lots Vacant?
48	Field, Forest, And Stream
49	Tropical Treehouse
50	400-Acre Wood
51	Make Your Own Paper
52	A Look At Aluminum
53	On The Move
54	I'd Like To Visit A Place Where
55	Planning The Ideal Community
56	We Can Work It Out
57	Democracy In Action
58	There Ought To Be A Law
59	Power Of Print
60	Publicize It!
61	The Closer You Look
62	To Be A Tree
63	Tree Factory
64	Looking At Leaves
65	Bursting Buds
66	Germinating Giants
67	How Big Is Your Tree?
68	Name That Tree
69	Forest For The Trees
70	Soil Stories
71	Watch On Wetlands
72	Air We Breathe
73	Waste Watchers
74	People, Places, Things
75	Tipi Talk
76	Tree Cookies
77	Trees In Trouble
78	Signs Of Fall
79	Tree Lifecycle
80	Nothing Succeeds... Succession
81	Living With Fire
82	Resource-Go-Round
83	A Peek At Packaging
84	The Global Climate
85	In The Driver's Seat
86	Our Changing World
87	Earth Manners
88	Life On The Edge
89	Trees For Many Reasons
90	Native Ways
91	In The Good Old Days
92	A Look At Lifestyles
93	Paper Civilizations
94	By The Rivers Of Babylon
95	Did You Notice?
96	Improve Your Place