

PLT Correlations to the Utah Core Curriculum by Grade

(Including subjects of Core Content, Language Arts, Math, Science,
Health Studies, Social Studies and Educational Technology)

INTRODUCTION

The PLT correlations document is intended to aid teachers in finding PLT activities which will fulfill specific Utah Core Curriculum requirements and will help demonstrate to teachers how many different subjects can be covered by a single activity.

LAYOUT

Core requirements covered by activities are first listed under the given grade. The appropriate activities are then listed underneath either the given standard, objective, or indicator from the core. Following this list, each section ends with a table containing each activity and the core requirements that are associated.

Within this correlations document the activities have been labeled as either direct (with no label) or Indirect (labeled indirect).

Direct: An activity that explicitly meets all or most of the Standards and Objectives specified. A Direct activity would be relatively easy for a teacher to adapt and incorporate.

Indirect: An activity that serves as an extension and meets at least 50% of the Standards and Objectives specified and would require some time on the teacher's behalf to adapt.

NOTE

This is not an entire list of the useable activities for teaching specific Core requirements. There may be many more activities that will illustrate a point, or that can be adjusted to teach your desired lesson. We encourage familiarizing oneself with the entire book to know the full potential of what Project Learning Tree has to offer to your lesson plans and classes.

Kindergarten

Content Core

Standard I: Students will develop a sense of self.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

Indicator a.: Identify and express ideas, information, and feelings in a variety of ways (e.g., draw, paint, tell stories, play, make believe, dance, and sing).

Activity 63: Tree Factory

Activity 79: Tree Life Cycle, *Variation (indirect)*

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

Indicator b: Recognize similar colors as being members of reds, blues, and yellows and shapes as being similar to squares, circles, and triangles.

Activity 1: The Shape of Things

Activity 78: Signs of Fall (**Indirect**)

Standard II: Students will develop a sense of self in relation to families and community.

Objective 2: Identify important aspects of community and culture that strengthen relationships.

Indicator c: Describe resources in the community.

Activity 74: People, Places, Things

Standard III: Students will develop an understanding of their environment.

Objective 1: Investigate the changes in seasons

Indicator b: Observe and describe typical weather for each of the seasons.

Activity 78: Signs of Fall

Indicator c: Describe the information each of the five senses provides with the changing seasons.

Activity 78: Signs of Fall

Indicator d: Observe and describe changes in behavior of animals as the seasons change.

Activity 78: Signs of Fall

Standard IV: Students will understand and use simple measurement tools and techniques

Objective 2: Use appropriate techniques and tools to determine measurements.

Indicator a: Compare two objects (e.g., shorter/longer, heavier/lighter, larger/smaller, more/less).

Activity 21: Adopt A Tree, *Enrichment*

Language Arts

Standard 1: Oral Language-Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 2: Develop language through viewing media and presenting

Indicator b: Use a variety of formats (e.g., show and tell, drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media.

Activity 1: The Shape of Things, *Part B*

Math

Standard I: Students will develop a sense of self

Objective 1: Describe and adopt behaviors for health and safety.

Indicator a: Explain the importance of balance in a diet.

Activity 16: Pass the Plants, Please

Standard III: Students will describe, identify, and create simple geometric shapes and describe spatial relationships

Objective 1: Describe, identify, and create simple geometric shapes.

Indicator d: Recognize circles, triangles, rectangles, and squares in the students' environment.

Activity 1: The Shape of Things

Standard IV: Students will understand and use simple measurement tools and techniques.

Objective 2: Use appropriate techniques and tools to determine measurements.

Indicator a: Compare two objects (e.g., shorter/longer, heavier/lighter, larger/smaller, more/less).

Activity 67: How big is Your Tree

Kindergarten Activities and the Standards, Objectives and Indicators with Which They Correlate.

Standards: I., II., III.; Objectives: 1, 2, 3; Indicators: a, b, c, d, e

Bold: Direct Correlation, *Italics:* Indirect Correlation

| Activity | Content Core | Language Arts | Math |
|-----------------------|----------------------------------|----------------------|---------------|
| 1 | I.3b | | III.1d |
| 1, <i>Part B</i> | | I.2b | |
| 16 | | | I.1a |
| 21, <i>Enrichment</i> | IV.2a | | |
| 63 | I.3a | | |
| 67 | | | IV.2a |
| 74 | II.2c | | |
| 78 | <i>I.3b</i> III.1b,c,d | | |
| 79, <i>Variation</i> | <i>I.3a</i> | | |

First Grade

Content Core

Standard I: Students will develop a sense of self

Objective 1: Describe and adopt behaviors for health and safety.

Indicator a: Explain the importance of balance in a diet.

Activity 16: Pass the Plants, Please

Standard II: Students will develop a sense of self in relation to families and community.

Objective 2: Describe important aspects of the community and culture that strengthen relationships.

Activity 20: Environmental Exchange Box

Indicator b: Describe physical features surrounding the home, school, and community.

Activity 46: Schoolyard Safari

Activity 74: People, Places, Things (**indirect**)

Objective 3: Express relationships in a variety of ways.

Activity 20: Environmental Exchange Box (**indirect**)

Standard III: Students will develop an understanding of their environment.

Objective 1: Investigate plants and plant growth.

Activity 79: Tree Lifecycle, *Variation* (**indirect**)

Indicator a: Observe and draw pictures of plants

Activity 21: Adopt a Tree, *Variation 1* (**indirect**)

Activity 61: The Closer You Look

Activity 64: Looking at Leaves

Activity 65: Bursting Buds

Indicator b: Compare seeds of plants and describe ways they may be carried through the environment (e.g., wind, water, animals)

Activity 43: Have Seeds Will Travel

Indicator c: Observe and Describe plants as they grow from seeds.

Activity 41: How Plants Grow, *Variation*

Activity 79: Tree Lifecycle

Indicator d: Identify how people use plants (e.g., food, clothing, paper, shelter).

Activity 12: Tree Treasures, *Variation 2*

Activity 51: Make Your Own Paper

Activity 16: Pass the Plants, Please

Indicator e: Investigate and report conditions that affect plant growth.

Activity 27: Every Tree for Itself

Activity 41: How Plants Grow

Activity 62: To be A Tree

Activity 77: Trees in Trouble (**indirect**)

Objective 3: Demonstrate how symbols and models are used to represent features of the environment.

Indicator a: Use map skills to identify features of the neighborhood and community.

Activity 74: People, Places, Things (**indirect**)

Indicator b: Create representations that show size relationships among objects of the home, classroom, school, or playground.

Activity 74: People, Places, Things (**indirect**)

Language Arts

Standard 1: Oral Language-Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 2: Develop language through viewing media and presenting.

Indicator b: Use a variety of formats (e.g., show and tell, drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media.

Activity 1: The Shape of Things, *Part B*

Math

Standard III: Students will describe, identify, and create simple geometric shapes and describe spatial relationships

Objective 1: Describe, identify, and create simple geometric shapes.

Indicator b: Identify circles, triangles, rectangles, and squares in the students' environment.

Activity 1: The Shape of Things

Standard IV: Students will understand and use simple measurement tools and techniques.

Objective 1: Identify measurable attributes of objects and units of measurement

Indicator c: Estimate the length of an object by comparing to a nonstandard unit (e.g., How many new pencils wide is your desk?).

Activity 21: Adopt A Tree, *Enrichment*

Standard V: Students will collect and draw conclusions from data and understand basic concepts of probability.

Objective 1: Collect, organize, and display simple data.

Indicator b: Collect, represent, and interpret data using tables, tally marks, pictographs, and bar graphs.

Activity 27: Every Tree for Itself

First Grade Activities and the Standards, Objectives and Indicators with Which They Correlate.

Standards: I., II., III.; Objectives: 1, 2, 3; Indicators: a, b, c, d, e

Bold: Direct Correlation, *Italics:* Indirect Correlation

| Activity | Content Core | Language Arts | Math |
|------------------------|--|----------------------|---------------|
| 1, <i>Part B</i> | | I.2b | III.1b |
| 12, <i>Variation 2</i> | III.1d | | |
| 16 | I.1a , III.1d | | |
| 20 | <i>II.2</i> <i>II.3</i> | | |
| 21, <i>Enrichment</i> | | | IV.1c |
| 21, <i>Variation 1</i> | <i>III.1a</i> | | |
| 27 | III.1e | | V.1b |
| 41 | III.1e | | |
| 41, <i>Variation</i> | III.1c | | |
| 43 | III.1b | | |
| 46 | II.2b | | |
| 51 | III.1d | | |
| 61 | III.1a | | |
| 62 | III.1e | | |
| 64 | III.1a | | |
| 65 | III.1a | | |
| 74 | <i>II.2b</i> <i>III.3a</i> <i>III.3b</i> | | |
| 77 | <i>III.1e</i> | | |
| 79 | III.1c | | |
| 79, <i>Variation</i> | <i>III.1</i> | | |

Second Grade

Content Core

Standard I: Students will develop a sense of self

Objective 1: Describe and adopt behaviors for health and safety.

Indicator a: Explain the importance of balance in a diet.

Activity 16: Pass the Plants, Please

Standard II: Students will develop a sense of self in relation to families and community.

Objective 2: Examine important aspects of the community and culture that strengthen relationships.

Activity 20: Environmental Exchange Box (**indirect**)

Indicator a: Explain why families, schools, and communities have rules.

Activity 32: A Forest of Many Uses (**indirect**)

Activity 87: Earth Manners (**indirect**)

Indicator c: Relate goods and services to resources within the community.

Activity 32: A Forest of Many Uses

Activity 37: Talking Trash, Not! (**indirect**)

Activity 55: Planning the Ideal Community, *Variation* (**indirect**)

Activity 74: People, Places and Things (**indirect**)

Indicator d: Participate in activities that promote public good (e.g., respect for cultural and ethnic differences, identify community needs)...

Activity 37: Talking Trash, Not! (**indirect**)

Objective 3: Express relationships in a variety of ways.

Activity 20: Environmental Exchange Box (**indirect**)

Standard III: Students will develop an understanding of their environment.

Objective 1: Investigate relationships between plants and animals and how living things change during their lives.

Indicator a: Observe and describe relationships between plants and animals.

Activity 22: Trees as Habitats, *Variation 1*

Indicator b: Describe the life cycle of local plants and animals using diagrams and pictures.

Activity 22: Trees as Habitats, *Variation 1* (**indirect**)

Activity 79: Tree Lifecycle

Indicator c: Create pictures and stories about real animals and compare them to make-believe stories about animals.

Activity 22: Trees as Habitats, *Variation 1* (**indirect**)

Activity 61: The Closer you Look

Objective 2: Observe and describe weather.

Indicator d: ...create dances and sounds that represent weather features (e.g., clouds, storms, snowfall).

Activity 49: Tropical Treehouse, *Variation*

Activity 63: Tree Factory, *Variation*

Language Arts

Standard 4040-01 I: Oral Language - Students develop language for the purpose of effectively communicating through listening, speaking, viewing and presenting.

Objective 01: Develop language through listening and speaking.

Indicator a: Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).

Activity 4: Sounds Around (**indirect**)

Activity 8: The Forest of S.T. Shrew

Activity 18: Tale of the Sun

Activity 87: Earth Manners

Activity 89: Trees for Many Reasons, *Part A*

Objective 02: Develop language through viewing media and presenting.

Indicator b: Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).

Activity 1: The Shape of Things, *Part B*

Activity 24: Nature's Recyclers

Standard 4040-07 VII: Comprehension - Students understand, interpret, and analyze narrative and informational grade level text.

Objective 02: Apply strategies to comprehend text.

Indicator a: Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).

Activity 8: The Forest of S.T. Shrew

Activity 18: Tale of the Sun

Activity 87: Earth Manners

Activity 89: Trees for Many Reasons

Objective 03: Recognize and use features of narrative and informational text.

Indicator b: Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.

Activity 89: Trees for Many Reasons

Standard 4040-08 VIII: Writing – Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 01: Prepare to write by gathering and organizing information and ideas.

(Prewriting)

Activity 02: Get in Touch with Trees

Activity 18: Tale of the Sun

Activity 20: Environmental Exchange Box

Objective 06: Write in different forms and genres.

Indicator b: Produce traditional and imaginative stories, narrative and formula poetry.

Activity 02: Get in Touch with Trees

Activity 18: Tale of the Sun

Math

Standard III: Students will describe, identify, and create simple geometric shapes and describe spatial relationships

Objective 1: Describe, identify, and create simple geometric shapes.

Indicator b: Identify circles, triangles, rectangles, and squares in the students' environment.

Activity 1: The Shape of Things

Standard IV: Students will understand and use simple measurement tools and techniques.

Objective 1: Identify measurable attributes of objects and units of measurement

Indicator c: Estimate length, capacity, and weight using customary units.

Activity 21: Adopt A Tree, *Enrichment*

Objective 2: Use appropriate techniques and tools to determine measurements.

Indicator b: Measure length using inches and feet, weight using pounds, and capacity using cups.

Activity 21: Adopt A Tree, *Enrichment*

Standard V: Students will collect and draw conclusions from data and understand basic concepts of probability.

Objective 1: Collect, organize, and display simple data.

Indicator a: Collect physical objects to use as data.

Indicator b: Collect, represent, and interpret data using tables, tally marks, pictographs, and bar graphs.

Activity 27: Every Tree for Itself

Second Grade Activities and the Standards, Objectives and Indicators with Which They Correlate.

4030-0101 = Standard 4030-01, Objective 01

Standards: I., II., III.; Objectives: 1, 2, 3; Indicators: a, b, c, d, e

Bold: Direct Correlation, *Italics:* Indirect Correlation

| Activity | Content Core | Language Arts | Math |
|------------------------|----------------------------------|--|----------------|
| 1 | | | III.1b |
| 1, <i>Part B</i> | | 4040-0102b | |
| 2 | | 4040-0801,06b | |
| 4 | | <i>4040-0 0 a</i> | |
| 8 | | 4040-0101a 4040-0702a | |
| 16 | I.1a | | |
| 18 | | 4040-0101a 4040-0702a 4040-0801,06b | |
| 20 | <i>II.2</i> <i>II.3</i> | 4040-0801 | |
| 21, <i>Enrichment</i> | | | IV.2b,c |
| 22, <i>Variation 1</i> | III.1a <i>III.1b,c</i> | | |
| 24 | | 4040-0102b | |
| 27 | | | V.1a,b |
| 32 | <i>II.2a</i> II.2c | | |
| 36 | | | |
| 37 | <i>II.2c</i> <i>II.2d</i> | | |
| 49, <i>Variation</i> | III.2d | | |
| 55, <i>Variation</i> | <i>II.2c</i> | | |
| 61 | III.2c | | |
| 63, <i>Variation</i> | III.2d | | |
| 74 | <i>II.2c</i> | | |
| 79 | III.1b | | |
| 87 | <i>II.2a</i> | 4040-0101a 4040-0702a | |
| 89 | | 4040-0702a 4040-0703b | |
| 89, <i>Part A</i> | | 4040-0101a | |

Third Grade

Educational Technology

Standard 1: Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

- Activity 1:** The Shape of Things
- Activity 2:** Get in Touch with Trees
- Activity 4:** Sounds Around
- Activity 7:** Habitat Pen Pals
- Activity 13:** We All Need Trees
- Activity 15:** A Few of My Favorite Things
- Activity 16:** Pass the Plants, Please
- Activity 18:** Tale of the Sun
- Activity 21:** Adopt a Tree
- Activity 22:** Trees as Habitats
- Activity 24:** Nature's Recyclers
- Activity 30:** Three Cheers for Trees
- Activity 31:** Plant a Tree
- Activity 34:** Who Works in this Forest
- Activity 36:** Pollution Search
- Activity 46:** School Yard Safari
- Activity 49:** Tropical Treehouse
- Activity 51:** Make Your Own Paper (**indirect**)
- Activity 62:** To Be a Tree
- Activity 63:** Tree Factory
- Activity 64:** Looking at Leaves
- Activity 68:** Name That Tree
- Activity 69:** Forest for the Trees
- Activity 70:** Soil Stories
- Activity 76:** Tree Cookies
- Activity 78:** Signs of Fall
- Activity 79:** Tree Lifecycle
- Activity 87:** Earth Manners
- Activity 89:** Trees for Many Reasons
- Activity 95:** Did you Notice?

Standard 4: Use general purpose productivity tools and peripherals to support personal productivity, to remediate skill deficits, and to facilitate learning throughout the curriculum.

- Activity 1:** The Shape of Things
- Activity 2:** Get in Touch with Trees
- Activity 4:** Sounds Around
- Activity 7:** Habitat Pen Pals
- Activity 13:** We All Need Trees
- Activity 15:** A Few of My Favorite Things
- Activity 16:** Pass the Plants, Please
- Activity 18:** Tale of the Sun

Activity 21: Adopt a Tree
Activity 22: Trees as Habitats
Activity 24: Nature's Recyclers
Activity 30: Three Cheers for Trees
Activity 31: Plant a Tree
Activity 34: Who Works in this Forest
Activity 36: Pollution Search
Activity 46: School Yard Safari
Activity 49: Tropical Treehouse
Activity 51: Make Your Own Paper (**indirect**)
Activity 62: To Be a Tree
Activity 63: Tree Factory
Activity 64: Looking at Leaves
Activity 68: Name That Tree
Activity 69: Forest for the Trees
Activity 70: Soil Stories
Activity 78: Signs of Fall
Activity 79: Tree Lifecycle
Activity 87: Earth Manners
Activity 89: Trees for Many Reasons
Activity 95: Did you Notice?

Standard 5: Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Activity 1: The Shape of Things
Activity 7: Habitat Pen Pals
Activity 13: We All Need Trees
Activity 15: A Few of My Favorite Things
Activity 21: Adopt a Tree
Activity 22: Trees as Habitats
Activity 24: Nature's Recyclers
Activity 30: Three Cheers for Trees
Activity 31: Plant a Tree
Activity 36: Pollution Search
Activity 46: School Yard Safari (**indirect**)
Activity 49: Tropical Treehouse
Activity 62: To Be a Tree
Activity 63: Tree Factory
Activity 64: Looking at Leaves
Activity 65: Bursting Buds
Activity 68: Name That Tree
Activity 70: Soil Stories
Activity 74: People, Places, Things
Activity 78: Signs of Fall
Activity 79: Tree Lifecycle
Activity 95: Did you Notice?

Standard 6: Use telecommunications efficiently and effectively to access remote information and

communicate with others in support of direct and independent learning and for pursuit of personal interests.

Activity 20: Environmental Exchange Box

Standard 8: Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities.

Activity 4: Sounds Around

Health Education

Standard 7030-07: The students will understand the value of service and effective consumer practices.

Objective 01: Participate in service-learning that assists the community.

Indicator: Identify the needs of a community.

Activity 30 (indirect): Three Cheers for Trees

Activity 31: Plant a Tree

Activity 36: Pollution Search, *Part A*

Activity 37: Talking Trash, Not!

Activity 77: Trees in Trouble, *Part A*

Indicator: Examine situations when people or groups assist communities.

Activity 58: There Ought to be a Law, *Part A*

Indicator: Plan, implement, and report on community service.

Activity 31: Plant a Tree

Activity 37: Talking Trash, Not!

Language Arts

Standard 4030-01 I: Oral Language - Students develop language for the purpose of effectively communicating through listening, speaking, viewing and presenting.

Objective 01: Develop language through listening and speaking.

Indicator a: Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).

Activity 4: Sounds Around (**indirect**)

Activity 8: The Forest of S.T. Shrew

Activity 18: Tale of the Sun

Activity 87: Earth Manners

Activity 89: Trees for Many Reasons

Standard 4030-04 IV: Phonics and Spelling – Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Objective 02: Use and knowledge of structure analysis to decode words.

Activity 5: Poet Tree

Standard 4030-07 VII: Comprehension - Students understand, interpret, and analyze narrative and informational grade level text.

Objective 02: Apply strategies to comprehend text.

Indicator a: Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).

Activity 8: The Forest of S.T. Shrew

Activity 18: Tale of the Sun

Activity 49: Tropical Treehouse, *Part A*

Activity 87: Earth Manners

Activity 89: Trees for Many Reasons

Objective 03: Recognize and use features of narrative and informational text.

Indicator b: Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.

Activity 5: Poet Trees

Activity 36: Pollution Search

Activity 89: Trees for many reasons

Standard 4030-08 VIII: Writing – Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 06: Write in different forms and genres.

Indicator b: Produce traditional and imaginative stories, narrative and formula poetry.

Activity 05: Poet Tree

Activity 18: Tale of the Sun

Math

Standard II: Students will use patterns and relations to represent mathematical situations.

Objective 01: Recognize and create patterns with given attributes.

Activity 25: Birds and Worms (**indirect**)

Standard V: Students will collect and organize data to make predictions and identify basic concepts of probability.

Objective 01: Collect, organize, and display data to make predictions.

Activity 22: Trees as Habitats (**indirect**)

Activity 25: Birds and Worms (**indirect**)

Activity 27: Every Tree for Itself (**indirect**)

Activity 37: Talking Trash, Not!

Activity 41: How Plants Grow (**indirect**)

Activity 67: How Big is Your Tree?

Standard IV: Students will understand and use measurement tools and techniques

Objective 01: Identify and describe measurable attributes of objects and units of measurement.

Indicator d: Estimate length, capacity, and weight using metric and customary units.

Activity 41: How Plants Grow (**indirect**)

Activity 67: How Big is Your Tree?

Science

Standard 2: Students will understand that organisms depend on living and nonliving things within their environment.

Objective 1: Classify living and nonliving things in an environment.

Activity 8: The Forest of S.T. Shrew (**indirect**)

Activity 23: The Fallen log

Objective 2: Describe the interactions between living and nonliving things in a small environment.

Activity 24: Nature's Recyclers

Activity 43: Have Seeds Will Travel

Activity 48: Field, Forest and Stream (**indirect**)

Indicator a: Identify living and nonliving things in a small environment (e.g., terrarium, aquarium, flowerbed) composed of living and nonliving things.

Activity 22: Trees as Habitats

Indicator b: Predict the effects of changes in the environment (e.g., temperature, light, moisture) on a living organism.

Activity 27: Every Tree for Itself

Activity 41: How Plants Grow

Activity 42: Sunlight and Shades of Green

Activity 78: Signs of Fall

Indicator c: Observe and record the effect of changes (e.g., temperature, amount of water, light) upon the living organisms and nonliving things in a small-scale environment.

Activity 23: The Fallen Log

Activity 41: How Plants Grow

Activity 42: Sunlight and Shades of Green

Indicator e: Pose a question about the interaction between living and nonliving things in the environment that could be investigated by observation.

Activity 42: Sunlight and Shades of Green

Standard 5: Students will understand that the sun is the main source of heat and light for things living on Earth. They will also understand that the motion of rubbing objects together may produce heat.

Objective 1: Provide evidence showing that the sun is the source of heat and light for Earth.

Indicator b: Observe and report how sunlight affects plant growth.

Activity 41: How Plants Grow

Activity 42: Sunlight and Shades of Green

Social Studies

Standard 6030-01: Students Show how environments and communities change over time through the influence of people.

Objective 01: Predict how human activity will influence environments and communities.

Indicator: Identify the influence of people on environments and environments on people.

Activity 36: Pollution Search

Activity 37: Talking Trash, Not!

Activity 89: Trees for Many Reasons (**indirect**)

Activity 95: Did You Notice, *Part B*

Indicator: Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, automobile.

Activity 36: Pollution Search

Activity 40: Then and Now

Activity 89: Trees for Many Reasons (**indirect**)

Objective 02: Trace how indigenous cultures change over time.

Indicator: Describe early people of the local area; e.g., American Indians, first settlers.

Indicator: Create a timeline for the local community.

Activity 40: Then and Now

Activity 95: Did You Notice, *Part B*

Standard 6030-03: Students trace the development and emergence of culture in indigenous communities.

Objective 01: Describe the various factors that draw communities together.

Activity 18: Tale of the Sun

Objective 02: Compare the emergence of culture in the local area with the indigenous cultures of the United States.

Indicator: Identify cultural characteristics of indigenous environments of the United States.

Activity 18: Tale of the Sun

Standard 6030-04: Students examine how government and economies develop as the indigenous community develops.

Objective 02: Identify factors that determine economic development.

Activity 89: Trees for Many Reasons (**indirect**)

Standard 6030-05: Students participate in activities that promote good citizenship.

Objective 02: Identify ways to meet community needs.

Activity 31: Plant a Tree (**indirect**)

Activity 37: Talking Trash, Not! (**indirect**)

Activity 87: Earth Manners

Third Grade Activities and the Subjects, Standards and Objectives with Which They Correlate. Not changed

7.1 = Standard 7, Objective 1

4030-0101 = Standard 4030-01, Objective 01

Standards: I., II., III.; Objectives: 1, 2, 3; Indicators: a, b, c, d, e

Bold: Direct Correlation, *Italics:* Indirect Correlation

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|------------|------------------|---|------------------------------|--------------------------------|--------------------------------------|------------------------|
| 1 | | | | | | 1, 4, 5 |
| 2 | | | | | | 1, 4 |
| 4 | | <i>4030-0101a</i> | | | | 1, 4, 8 |
| 5 | | 4030-0402 4030-0703b 4030-0806b | | | | |
| 7 | | | | | | 1, 4, 5 |
| 8 | | 4030-0101a 4030-0702a | | <i>2.1</i> | | |
| 13 | | | | | | 1, 4, 5 |
| 15 | | | | | | 1, 4, 5 |
| 16 | | | | | | 1, 4, 5 |
| 18 | | 4030-0101a 4030-0702a 4030-0806b | | | 6030-0301 6030-0302 | 1, 4 |
| 20 | | | | | | 6 |
| 21 | | | | | | 1, 4, 5 |
| 22 | | | <i>V.01</i> | 2.2a | | 1, 4, 5 |
| 23 | | | | 2.1 2.2c | | |
| 24 | | | | 2.2 | | 1, 4, 5 |
| 25 | | | <i>II.01</i> <i>V.01</i> | | | |
| 27 | | | <i>V.01</i> | 2.2b | | |
| 30 | <i>7030-0701</i> | | | | | 1, 4, 5 |
| 31 | 7030-0701 | | | | <i>6030-0502</i> | 1, 4, 5 |
| 34 | | | | | | 1, 4 |
| 36 | | 4030-0703b | | | 6030-0101 | 1, 4, 5 |
| 36, Part A | 7030-0701 | | | | | |
| 37 | 7030-0701 | | V.01 | | 6030-0101 <i>6030-0502</i> | |
| 40 | | | | | 6030-0101 6030-0102 | |
| 41 | | | <i>V.01</i> <i>IV.01d</i> | 2.2b,c 5.1b | | |
| 42 | | | | 2.2b,c,e 5.1b | | |
| 43 | | | | 2.2c | | |

| | | | | | | |
|------------|------------------|--|------------------------------|-------------|--------------------------------------|----------------|
| 46 | | | | | | 1, 4, 5 |
| 48 | | | | 2.2 | | |
| 49 | | 4030-0702 | | | | 1, 4, 5 |
| 51 | | | | | | 1, 4 |
| 58 | 7030-0701 | | | | | |
| 62 | | | | | | 1, 4, 5 |
| 63 | | | | | | 1, 4, 5 |
| 64 | | | | | | 1, 4, 5 |
| 65 | | | | | | 5 |
| 67 | | | <i>V.01</i> IV.01d | | | |
| 68 | | | | | | 1, 4, 5 |
| 69 | | | | | | 1, 4 |
| 70 | | | | | | 1, 4, 5 |
| 74 | | | | | | 5 |
| 76 | | | | | | 1 |
| 77, Part A | 7030-0701 | | | | | |
| 78 | | | | 2.2b | | 1, 4, 5 |
| 79 | | | | | | 1, 4, 5 |
| 87 | | 4030-0101a 4030-0702a | | | 6030-0502 | 1, 4 |
| 89 | | 4030-0101a 4030-0702a | | | <i>6030-0101</i> <i>6030-0402</i> | 1, 4 |
| 95 | | | | | 6030-0101 6030-0102 | 1, 4, 5 |

Fourth Grade

Educational Technology

Standard 1: Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

- Activity 2:** Get in Touch with Trees
- Activity 4:** Sounds Around
- Activity 7:** Habitat Pen Pals
- Activity 11:** Can It Be Real?
- Activity 13:** We All Need Trees
- Activity 14:** Renewable or Not?
- Activity 15:** A Few of My Favorite Things
- Activity 16:** Pass the Plants, Please
- Activity 18:** Tale of the Sun
- Activity 21:** Adopt a Tree
- Activity 22:** Trees as Habitats
- Activity 23:** The Fallen Log
- Activity 24:** Nature's Recyclers
- Activity 30:** Three Cheers for Trees
- Activity 31:** Plant a Tree
- Activity 34:** Who Works in this Forest?
- Activity 36:** Pollution Search
- Activity 38:** Every Drop Counts
- Activity 39:** Energy Sleuths
- Activity 41:** How Plants Grow
- Activity 45:** Web of Life
- Activity 46:** School Yard Safari
- Activity 47:** Are Vacant Lots Vacant?
- Activity 48:** Field, Forest, and Stream
- Activity 49:** Tropical Treehouse
- Activity 51:** Make Your Own Paper (**indirect**)
- Activity 53:** On the Move
- Activity 55:** Planning the Ideal Community
- Activity 56:** We Can Work it Out
- Activity 57:** Democracy in Action
- Activity 58:** There Ought to Be a Law
- Activity 62:** To Be a Tree
- Activity 63:** Tree Factory
- Activity 64:** Looking at Leaves
- Activity 66:** Germinating Giants
- Activity 68:** Name That Tree
- Activity 69:** Forest for the Trees
- Activity 70:** Soil Stories
- Activity 73:** Waste Watchers
- Activity 76:** Tree Cookies
- Activity 77:** Threes in Trouble
- Activity 78:** Signs of Fall
- Activity 79:** Tree Lifecycle
- Activity 81:** Living with Fire
- Activity 82:** Resource-Go-Round

Activity 87: Earth Manners
Activity 88: Life on the Edge
Activity 89: Trees for Many Reasons
Activity 90: Native Ways
Activity 95: Did you Notice?

Standard 4: Use general purpose productivity tools and peripherals to support personal productivity, to remediate skill deficits, and to facilitate learning throughout the curriculum.

Activity 2: Get in Touch with Trees
Activity 4: Sounds Around
Activity 7: Habitat Pen Pals
Activity 11: Can It Be Real?
Activity 13: We All Need Trees
Activity 14: Renewable or Not?
Activity 15: A Few of My Favorite Things
Activity 16: Pass the Plants, Please
Activity 18: Tale of the Sun
Activity 21: Adopt a Tree
Activity 22: Trees as Habitats
Activity 23: The Fallen Log
Activity 24: Nature's Recycler's
Activity 30: Three Cheers for Trees
Activity 31: Plant a Tree
Activity 34: Who Works in this Forest
Activity 36: Pollution Search
Activity 38: Every Drop Counts
Activity 39: Energy Sleuths
Activity 40: Then and Now
Activity 41: How Plants Grow
Activity 45: Web of Life
Activity 46: School Yard Safari
Activity 47: Are Vacant Lots Vacant?
Activity 48: Field, Forest, and Stream
Activity 49: Tropical Treehouse
Activity 51: Make Your Own Paper (**indirect**)
Activity 53: On the Move
Activity 55: Planning the Ideal Community (**indirect**)
Activity 56: We Can Work it Out
Activity 57: Democracy in Action
Activity 58: There Ought to Be a Law
Activity 62: To Be a Tree
Activity 63: Tree Factory
Activity 64: Looking at Leaves
Activity 66: Germinating Giants
Activity 68: Name That Tree
Activity 69: Forest for the Trees
Activity 70: Soil Stories
Activity 73: Waste Watchers
Activity 78: Signs of Fall

Activity 79: Tree Lifecycle
Activity 80: Nothing Succeeds Like Succession
Activity 81: Living with Fire
Activity 82: Resource-Go-Round
Activity 87: Earth Manners
Activity 88: Life on the Edge
Activity 89: Trees for Many Reasons
Activity 90: Native Ways
Activity 95: Did you Notice?

Standard 5: Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Activity 7: Habitat Pen Pals
Activity 11: Can It Be Real?
Activity 13: We All Need Trees
Activity 15: A Few of My Favorite Things
Activity 21: Adopt a Tree
Activity 22: Trees as Habitats
Activity 23: The Fallen Log
Activity 24: Nature's Recycler's
Activity 30: Three Cheers for Trees
Activity 31: Plant a Tree
Activity 36: Pollution Search
Activity 40: Then and Now
Activity 41: How Plants Grow
Activity 46: School Yard Safari (**indirect**)
Activity 47: Are Vacant Lots Vacant?
Activity 49: Tropical Treehouse
Activity 53: On the Move
Activity 56: We Can Work it Out
Activity 58: There Ought to Be a Law (**indirect**)
Activity 62: To Be a Tree
Activity 63: Tree Factory
Activity 64: Looking at Leaves
Activity 68: Name That Tree
Activity 70: Soil Stories
Activity 73: Waste Watchers
Activity 78: Signs of Fall
Activity 79: Tree Lifecycle
Activity 80: Nothing Succeeds Like Succession
Activity 82: Resource-Go-Round
Activity 88: Life on the Edge
Activity 95: Did you Notice?

Standard 6: Use telecommunications efficiently and effectively to access remote information and communicate with others in support of direct and independent learning and for pursuit of personal interests.

Activity 20: Environmental Exchange Box

Standard 8: Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities.

Activity 4: Sounds Around

Health Education

Standard 7040-07: The students will understand the value of service and effective consumer practices.

Objective 01: Participate in service-learning that benefits Utah.

Activity 37: Talking Trash, Not!

Activity 38: Every Drop Counts, *Part B*

Activity 83: Reduce, Reuse, Recycle (**indirect**)

Language Arts

Standard 4040-01 I: Oral Language - Students develop language for the purpose of effectively communicating through listening, speaking, viewing and presenting.

Objective 01: Develop language through listening and speaking.

Indicator a: Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).

Activity 4: Sounds Around

Activity 8: The Forest of S.T. Shrew

Activity 18: Tale of the Sun

Activity 87: Earth Manners

Activity 89: Trees for Many Reasons

Activity 90: The Native Way

Objective 02: Develop language through viewing media and presenting.

Indicator b: Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).

Activity 47: Are Vacant Lots Vacant

Activity 91: In the Good Old Days, *Part A*

Standard 4040-04 IV: Phonics and Spelling – Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Objective 02: Use and knowledge of structure analysis to decode words.

Activity 5: Poet Tree (**indirect**)

Standard 4040-06 VI: Vocabulary – Students learn and use grade level vocabulary to increase understanding and read fluently.

Objective 02: Use multiple resources to learn new words relating them to known words and/or concepts.

Activity 11: Can It Be Real (**indirect**)

Standard 4040-07 VII: Comprehension - Students understand, interpret, and analyze narrative and informational grade level text.

Objective 02: Apply strategies to comprehend text.

Indicator a: Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).

Activity 8: The Forest of S.T. Shrew

Activity 11: Can It Be Real (**indirect**)
Activity 18: Tale of the Sun
Activity 49: Tropical Treehouse, *Part A* (**indirect**)
Activity 87: Earth Manners
Activity 89: Trees for Many Reasons
Activity 90: The Native Way
Activity 91: In the Good Old Days, *Part A*

Objective 03: Recognize and use features of narrative and informational text.

Indicator b: Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.

Activity 5: Poet Trees
Activity 36: Pollution Search, *Part B*
Activity 89: Trees for Many Reasons
Activity 91: In the Good Old Days

Indicator e: Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, other resources).

Activity 36: Pollution Search
Activity 90: The Native Way
Activity 92: A Look at Lifestyles

Standard 4040-08 VIII: Writing – Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 01: Prepare to write by gathering and organizing information and ideas.
(Prewriting)

Indicator a: Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences
Activity 9: Planet of Plenty
Activity 53: On the Move, *Part B*

Objective 02: Compose a written draft.

Activity 17: People of the Forest
Activity 53: On the Move, *Part B*

Objective 03: Revise by elaborating and clarifying a written draft.

Activity 17: People of the Forest
Activity 53: On the Move, *Part B*

Objective 04: Edit written draft for conventions.

Activity 17: People of the Forest
Activity 53: On the Move, *Part B*

Objective 05: Use fluent and legible handwriting to communicate.

Activity 53: On the Move, *Part B*

Objective 06: Write in different forms and genres.

Indicator b: Produce traditional and imaginative stories, narrative and formula poetry.
Activity 02: Get in Touch with Trees (**indirect**)
Activity 05: Poet Tree

Activity 18: Tale of the Sun

Indicator f: Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.

Activity 09: Planet of Plenty

Math

Standard I: Students will acquire number sense and perform operations with whole numbers, simple fractions, and decimals.

Objective 04: Use fractions to communicate parts of the whole.

Activity 38: Every Drop Counts

Standard II: Students will use patterns and relations to represent mathematical situations.

Objective 01: Recognize, analyze, and use patterns and describe their attributes.

Activity 25: Birds and Worms

Standard IV: Students will understand and use measurement tools and techniques.

Objective 01: Identify and describe measurable attributes of objects and units of measurement.

Indicator d: Estimate length, capacity, and weight, using metric and customary units.

Activity 41: How Plants Grow

Activity 67: How Big is Your Tree?

Activity 38: Every Drop Counts

Standard V: Students will collect, and organize data to make predictions and answer questions.

Objective 01: Collect, organize, and display data to make predictions and answer questions.

Activity 22: Trees as Habitats

Activity 25: Birds and Worms

Activity 27: Every Tree for Itself

Activity 37: Talking Trash, Not!

Activity 38: Every Drop Counts

Activity 41: How Plants Grow (indirect)

Activity 67: How Big is Your Tree?

Objective 02: Use basic concepts of probability.

Activity 27: Every Tree for Itself (indirect)

Activity 41: How Plants Grow (indirect)

Science

Standard 1: Students will understand that water changes state as it moves through the water cycle.

Objective 2: Describe the water cycle.

Activity 44: Water Wonders, Part A

Standard 5: Students will understand the physical characteristics of Utah's wetlands, forests, and deserts and identify common organisms for each environment.

Objective 1: Describe the physical characteristics of Utah's wetlands, forests, and deserts.

Indicator a: Compare the physical characteristics (e.g., precipitation, temperature, and surface terrain) of Utah's wetlands, forests, and deserts.

Activity 7: Habitat Pen Pals
Activity 20: Environmental Exchange Box
Activity 48: Field Forest and Stream

Indicator b: Describe Utah's wetlands (e.g., river, lake, stream, and marsh areas where water is a major feature of the environment) forests (e.g., oak, pine, aspen, juniper areas where trees are a major feature of the environment), and deserts (e.g., areas where the lack of water provided an environment where plants needing little water are a major feature of the environment).

Activity 7: Habitat Pen Pals
Activity 20: Environmental Exchange Box

Indicator d: Based upon information gathered, classify areas of Utah that are generally identified as wetlands, forests, or deserts.

Activity 20: Environmental Exchange Box (**indirect**)

Objective 2: Describe the common plants and animals found in Utah environments and how these organisms have adapted to the environment in which they live.

Indicator a: Identify common plants and animals that inhabit Utah's forests, wetlands, and deserts.

Activity 7: Habitat Pen Pals
Activity 8: The Forest of S. T. Shrew
Activity 9: Planet of Plenty (**indirect**)
Activity 10: Charting Diversity
Activity 20: Environmental Exchange Box

Indicator b: Cite examples of physical features that allow particular plants and animals to live in specific environments (e.g., duck has webbed feet, cactus has waxy coating).

Activity 10: Charting Diversity
Activity 25: Birds and Worms

Indicator c: Describe some of the interactions between animals and plants of a given environment (e.g., woodpecker eats insects that live on trees of a forest, brine shrimp of the Great Salt Lake eat algae and birds feed on brine shrimp).

Activity 8: The Forest of S. T. Shrew
Activity 22: Trees as Habitats
Activity 23: The Fallen Log
Activity 45: Web of Life

Objective 3: Use a simple scheme to classify Utah plants and animals.

Activity 68: Name That Tree

Social Studies

Standard 6040-03: Students summarize how a constitutional government and a free market economy developed in Utah.

Objective 01: Explain the purpose of a constitutional government.

Indicator: Identify the role of government as the Utah territory progressed toward statehood; e.g., laws

Indicator: List the duties of various elected state officials.

Activity 58: There Ought to Be a Law (indirect)

Standard 6040-04: Students participate in activities that promote cultural understanding and good citizenship.

Objective 02: Demonstrate basic citizenship skills.

Indicator: Identify ways to help and contribute to the community.

Activity 31: Plant a Tree (indirect)

Activity 37: Talking Trash, Not! (indirect)

Fourth Grade Activities and the Subjects, Standards and Objectives with Which They Correlate.

7.1 = Standard 7, Objective 1

4030-0101 = Standard 4030-01, Objective 01

Bold: Direct Correlation, *Italics:* Indirect Correlation

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|----------|----------------|--|----------------------------|---|------------------|------------------------|
| 2 | | <i>4040-0806b</i> | | | | 1, 4 |
| 4 | | 4040-0101a | | | | 1, 4, 8 |
| 5 | | <i>4040-0402</i> 4040-0703b 4040-0806b | | | | |
| 7 | | | | 5.1a,b 5.2a | | 1, 4, 5 |
| 8 | | 4040-0101a 4040-0702a | | 5.2a,c | | |
| 9 | | 4040-0801a 4040-0806f | | <i>5.2a</i> | | |
| 10 | | | | 5.2a,b | | |
| 11 | | <i>4040-0602</i> <i>4040-0702a</i> | | | | 1, 4, 5 |
| 13 | | | | | | 1, 4, 5 |
| 14 | | | | | | 1, 4 |
| 15 | | | | | | 1, 4, 5 |
| 16 | | | | | | 1, 4 |
| 17 | | 4040-0802 4040-0803 4040-0804 | | | | |
| 18 | | 4040-0101a 4040-0702a 4040-0806 | | | | 1, 4 |
| 20 | | | | 5.1a,b <i>5.1d</i> 5.2a | | 6 |
| 21 | | | | | | 1, 4, 5 |
| 22 | | | <i>V.01</i> | 5.2c | | 1, 4, 5 |
| 23 | | | | 5.2c | | 1, 4, 5 |
| 24 | | | | | | 1, 4, 5 |
| 25 | | | II.1 V.01 | 5.2b | | |
| 27 | | | V.01 <i>V.02</i> | | | |
| 30 | | | | | | 1, 4, 5 |
| 31 | | | | | <i>6040-0402</i> | 1, 4, 5 |
| 34 | | | | | | 1, 4 |
| 36 | | 4040-0703b,e | | | | 1, 4, 5 |

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|-------------------|------------------|---------------------------------------|---------------------------------|-------------|------------------|------------------------|
| 37 | 7040-0701 | | V.01 | | <i>6040-0402</i> | |
| 38 | | | I.04 V.01 IV.01d | | | 1, 4 |
| 38, <i>Part B</i> | 7040-0701 | | | | | |
| 39 | | | | | | 1, 4 |
| 40 | | | | | | 4, 5 |
| 41 | | | IV.01d V.01 V.02 | | | 1, 4, 5 |
| 44, <i>Part A</i> | | | | 1.2 | | |
| 45 | | | | 5.2c | | 1, 4 |
| 46 | | | | | | 1, 4, 5 |
| 47 | | <i>4040-0102b</i> | | | | 1, 4, 5 |
| 48 | | | | 5.1a | | 1, 4 |
| 49 | | <i>4040-0702a</i> | | | | 1, 4, 5 |
| 51 | | | | | | 1, 4 |
| 53 | | 4040-0801a, 02, 03, 04, 05 | | | | 1, 4, 5 |
| 55 | | | | | | 1, 4 |
| 56 | | | | | | 1, 4, 5 |
| 57 | | | | | | 1, 4 |
| 58 | | | | | <i>6040-0301</i> | 1, 4, 5 |
| 62 | | | | | | 1, 4, 5 |
| 63 | | | | | | 1, 4, 5 |
| 64 | | | | | | 1, 4, 5 |
| 66 | | | | | | 1, 4 |
| 67 | | | IV.01d V.01 | | | |
| 68 | | | | <i>5.3</i> | | 1, 4, 5 |
| 69 | | | | | | 1, 4 |
| 70 | | | | | | 1, 4, 5 |
| 73 | | | | | | 1, 4, 5 |
| 76 | | | | | | 1 |
| 77 | | | | | | 1 |
| 78 | | | | | | 1, 4, 5 |
| 79 | | | | | | 1, 4, 5 |
| 80 | | | | | | 4, 5 |
| 81 | | | | | | 1, 4 |
| 82 | | | | | | 1, 4, 5 |
| 83 | <i>7040-0701</i> | | | | | |
| | | | | | | |

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|-------------------|----------------|--|------|---------|----------------|------------------------|
| 87 | | 4040-0101a 4040-0702a | | | | 1, 4 |
| 88 | | | | | | 1, 4, 5 |
| 89 | | 4040-0101a 4040-0702a 4040-0703b | | | | 1, 4 |
| 90 | | 4040-0101a 4040-0702a 4040-0703e | | | | 1, 4 |
| 91 | | 4040-0102b 4040-0703b,e | | | | |
| 91, <i>Part A</i> | | 4040-0702a | | | | |
| 92 | | 4040-0703e | | | | |
| 95 | | | | | | 1, 4, 5 |

Fifth Grade

Educational Technology

Standard 1: Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

- Activity 2:** Get in Touch with Trees
- Activity 4:** Sounds Around
- Activity 7:** Habitat Pen Pals
- Activity 11:** Can It Be Real?
- Activity 12:** Invasive Species
- Activity 13:** We All Need Trees
- Activity 14:** Renewable or Not?
- Activity 15:** A Few of My Favorite Things
- Activity 16:** Pass the Plants, Please
- Activity 17:** People of the Forest
- Activity 18:** Tale of the Sun
- Activity 21:** Adopt a Tree
- Activity 22:** Trees as Habitats
- Activity 23:** The Fallen Log
- Activity 24:** Nature's Recyclers
- Activity 26:** Dynamic Duos
- Activity 31:** Plant a Tree
- Activity 34:** Who Works in this Forest
- Activity 36:** Pollution Search
- Activity 37:** Reduce, Reuse, Recycle
- Activity 38:** Every Drop Counts
- Activity 39:** Energy Sleuths
- Activity 41:** How Plants Grow
- Activity 45:** Web of Life
- Activity 47:** Are Vacant Lots Vacant?
- Activity 48:** Field, Forest, and Stream
- Activity 49:** Tropical Treehouse
- Activity 51:** Make Your Own Paper (**indirect**)
- Activity 52:** A Look at Aluminum
- Activity 53:** On the Move
- Activity 55:** Planning the Ideal Community
- Activity 56:** We Can Work it Out
- Activity 57:** Democracy in Action
- Activity 58:** There Ought to Be a Law
- Activity 60:** Publicize It
- Activity 63:** Tree Factory
- Activity 66:** Germinating Giants
- Activity 68:** Name That Tree
- Activity 69:** Forest for the Trees
- Activity 73:** Waste Watchers
- Activity 76:** Tree Cookies
- Activity 77:** Trees in Trouble
- Activity 78:** Signs of Fall
- Activity 79:** Tree Lifecycle
- Activity 81:** Living with Fire

Activity 82: Resource-Go-Round
Activity 85: In the Driver's Seat
Activity 86: Our Changing World
Activity 88: Life on the Edge
Activity 89: Trees for Many Reasons
Activity 90: Native Ways
Activity 95: Did you Notice?
Activity 96: Improve Your Place

Standard 4: Use general purpose productivity tools and peripherals to support personal productivity, to remediate skill deficits, and to facilitate learning throughout the curriculum.

Activity 2: Get in Touch with Trees
Activity 4: Sounds Around
Activity 7: Habitat Pen Pals
Activity 11: Can It Be Real?
Activity 12: Invasive Species
Activity 13: We All Need Trees
Activity 14: Renewable or Not?
Activity 15: A Few of My Favorite Things
Activity 16: Pass the Plants, Please
Activity 17: People of the Forest
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Activity 37: Reduce, Reuse, Recycle
Activity 38: Every Drop Counts
Activity 39: Energy Sleuths
Activity 40: Then and Now
Activity 41: How Plants Grow
Activity 45: Web of Life
Activity 47: Are Vacant Lots Vacant?
Activity 48: Field, Forest, and Stream
Activity 49: Tropical Treehouse
Activity 51: Make Your Own Paper (**indirect**)
Activity 52: A Look at Aluminum
Activity 53: On the Move
Activity 55: Planning the Ideal Community (**indirect**)
Activity 56: We Can Work it Out
Activity 57: Democracy in Action
Activity 58: There Ought to Be a Law
Activity 60: Publicize It
Activity 63: Tree Factory
Activity 66: Germinating Giants

Activity 68: Name That Tree
Activity 69: Forest for the Trees
Activity 73: Waste Watchers
Activity 78: Signs of Fall
Activity 79: Tree Lifecycle
Activity 80: Nothing Succeeds Like Succession
Activity 81: Living with Fire
Activity 82: Resource-Go-Round
Activity 85: In the Driver's Seat
Activity 86: Our Changing World
Activity 88: Life on the Edge
Activity 89: Trees for Many Reasons
Activity 90: Native Ways
Activity 95: Did you Notice?
Activity 96: Improve Your Place

Standard 5: Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Activity 7: Habitat Pen Pals
Activity 11: Can It Be Real?
Activity 12: Invasive Species
Activity 13: We All Need Trees
Activity 15: A Few of My Favorite Things
Activity 17: People of the Forest
Activity 21: Adopt a Tree
Activity 22: Trees as Habitats
Activity 23: The Fallen Log
Activity 24: Nature's Recyclers
Activity 26: Dynamic Duos
Activity 31: Plant a Tree
Activity 36: Pollution Search
Activity 40: Then and Now
Activity 41: How Plants Grow
Activity 47: Are Vacant Lots Vacant?
Activity 49: Tropical Treehouse
Activity 52: A Look at Aluminum
Activity 53: On the Move
Activity 56: We Can Work it Out
Activity 58: There Ought to Be a Law (**indirect**)
Activity 60: Publicize It
Activity 63: Tree Factory
Activity 64: Looking at Leaves
Activity 68: Name That Tree
Activity 73: Waste Watchers
Activity 78: Signs of Fall
Activity 79: Tree Lifecycle
Activity 80: Nothing Succeeds Like Succession
Activity 82: Resource-Go-Round

Activity 88: Life on the Edge
Activity 95: Did you Notice?
Activity 96: Improve Your Place

Standard 6: Use telecommunications efficiently and effectively to access remote information and communicate with others in support of direct and independent learning and for pursuit of personal interests.

Activity 20: Environmental Exchange Box

Standard 8: Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities.

Activity 4: Sounds Around

Health Education

Standard 7050-07: The students will understand the value of service and effective consumer practices.

Objective 01: Participate in service-learning that assists the preservation of natural resources.

Indicator: Identify natural resource protection needs.

Activity 37: Talking Trash, Not! (**indirect**)

Activity 38: Every Drop Counts

Activity 52: A Look at Aluminum

Activity 57: Democracy in Action (**indirect**)

Activity 60: Publicize It! (**indirect**)

Activity 83: Reduce, Reuse, Recycle

Activity 89: Trees for Many Reasons (**indirect**)

Indicator: Examine situations where a person or group assists the protection of natural resources.

Activity 57: Democracy in Action (**indirect**)

Indicator: Plan, implement, and report on a natural resource service project.

Activity 37: Talking Trash, Not! (**indirect**)

Activity 38: Every Drop Counts

Activity 52: A Look at Aluminum

Activity 60: Publicize It! (**indirect**)

Activity 83: Reduce, Reuse, Recycle

Language Arts

Standard 4050-01 I: Oral Language - Students develop language for the purpose of effectively communicating through listening, speaking, viewing and presenting.

Objective 01: Develop language through listening and speaking.

Indicator a: Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).

Activity 4: Sounds Around (**indirect**)

Activity 8: The Forest of S.T. Shrew

Activity 18: Tale of the Sun
Activity 89: Trees for Many Reasons
Activity 90: The Native Way
Activity 92: A Look at Lifestyles

Objective 02: Develop language through viewing media and presenting.

Indicator a: Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy).

Activity 59: Power of Print

Activity 91: In the Good Old Days

Indicator b: Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).

Activity 47: Are Vacant Lots Vacant (**indirect**)

Activity 49: Tropical Treehouse, *Part B*

Standard 4050-07 VII: Comprehension - Students understand, interpret, and analyze narrative and informational grade level text.

Objective 02: Apply strategies to comprehend text.

Indicator a: Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).

Activity 8: The Forest of S.T. Shrew

Activity 11: Can It Be Real

Activity 17: People of the Forest

Activity 18: Tale of the Sun

Activity 33: Forest Consequences

Activity 90: The Native Way

Activity 92: A Look at Lifestyles

Objective 03: Recognize and use features of narrative and informational text.

Indicator b: Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.

Activity 5: Poet Trees

Activity 11: Can it Be Real

Activity 18: Tale of the Sun

Activity 36: Pollution Search

Indicator d: Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect).

Activity 33: Forest Consequences

Standard 4050-08 VIII: Writing – Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 01: Prepare to write by gathering and organizing information and ideas.
(Prewriting)

Indicator a: Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences

Activity 9: Planet of Plenty, *Enrichment*

Activity 53: On the Move, *Part B*

Activity 92: A Look at lifestyles

Objective 06: Write in different forms and genres.

Indicator b: Produce traditional and imaginative stories, narrative and formula poetry.

Activity 02: Get in Touch with Trees

Activity 05: Poet Tree

Indicator f: Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.

Activity 09: Planet of Plenty

Math

Standard I: Students will acquire number sense and perform operations with whole numbers, simple fractions, and decimals.

Objective 04: Use fractions to communicate parts of the whole.

Activity 38: Every Drop Counts

Standard IV: Students will understand and apply measurement tools and techniques

Objective 01: Identify and describe measurable attributes of objects and units of measurement.

Indicator d: Estimate length, volume, weight, and area using metric and customary units.

Activity 41: How Plants Grow (**indirect**)

Activity 67: How Big is Your Tree?

Activity 38: Every Drop Counts

Standard V: Students will collect, analyze, and draw conclusions from data and apply basic concepts of probability.

Objective 01: Formulate and answer questions using statistical methods to compare data.

Activity 25: Birds and Worms (**indirect**)

Activity 27: Every Tree for Itself

Activity 37: Talking Trash, Not! (**indirect**)

Activity 38: Every Drop Counts

Activity 41: How Plants Grow

Activity 67: How big is Your Tree?

Objective 02: Apply basic concepts of probability.

Activity 27: Every Tree for Itself (**indirect**)

Activity 41: How Plants Grow (**indirect**)

Science

Standard 5: Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment.

Objective 2: Describe how some characteristics could give a species a survival advantage in a particular environment.

Activity 11: Can It Be Real?

Indicator c: Describe how a particular physical attribute may provide an advantage for survival in one environment but not in another (e.g., heavy fur in arctic climates keep animals warm whereas in hot desert climates it would cause overheating; flippers on such animals as sea lions and seals provide excellent swimming structures in the water but become clumsy and awkward on land; cacti retain the right amount of water in arid regions but would develop root rot in a more temperate region; fish gills have the ability to absorb oxygen in water but not on land).

Activity 7: Habitat Pen Pals

Activity 10: Charting Diversity (**indirect**)

Activity 25: Can it Be Real

Indicator d: Research a specific plant or animal and report how specific physical attributes provide an advantage for survival in a specific environment.

Activity 10: Charting Diversity (**indirect**)

Social Studies

Standard 6050-05: Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

Objective 02: Examine the functions of the branches of Federal Government.

Indicator: Explain the process of passing a law.

Activity 58: There Ought to Be a Law (**indirect**)

Objective 03: Analyze democratic processes.

Indicator: Identify the rights and responsibilities of citizenship; e.g., vote, obey laws, work for common good.

Activity 57: Democracy in Action

Indicator: Participate in activities that promote the public good; e.g., Service-Learning, Project Citizen.

Activity 96: Improve Your Place

Educational Technology

Standard 1: Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

Activity 2: Get in Touch with Trees

Standard 4: Use general purpose productivity tools and peripherals to support personal productivity, to remediate skill deficits, and to facilitate learning throughout the curriculum.

Activity 2: Get in Touch with Trees

Activity 4: Sounds Around

Activity 7: Habitat Pen Pals

Activity 11: Can It Be Real?

Activity 12: Invasive Species

Activity 13: We All Need Trees

Activity 14: Renewable or Not?

Activity 15: A Few of My Favorite Things

Activity 16: Pass the Plants, Please

Standard 5: Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Activity 7: Habitat Pen Pals

Activity 11: Can It Be Real?

Activity 12: Invasive Species

Activity 13: We All Need Trees

Activity 15: A Few of My Favorite Things

Standard 8: Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities.

Activity 4: Sounds Around

Fifth Grade Activities and the Subjects, Standards and Objectives with Which They Correlate.

7.1 = Standard 7, Objective 1

4030-0101 = Standard 4030-01, Objective 01

Standards: I., II., III.; Objectives: 1, 2, 3; Indicators: a, b, c, d, e

Bold: Direct Correlation, *Italics:* Indirect Correlation

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|------------------|------------------|---|----------------------------|----------------|----------------|------------------------|
| 2 | | 4050-0806b | | | | 1, 4 |
| 4 | | <i>4050-0101a</i> | | | | 1, 4, 8 |
| 5 | | 4050-0703b 4050-0806b | | | | |
| 7 | | | | V.02c | | 1, 4, 5 |
| 8 | | 4050-0101a 4050-0702a | | | | |
| 9, Enrichment | | 4050-0801a 4050-8006f | | | | |
| 10 | | | | <i>V.02c,d</i> | | |
| 11 | | 4050-0703b 4050-0702a | | V.02 | | 1, 4, 5 |
| 12 | | | | | | 1, 4, 5 |
| 13 | | | | | | 1, 4, 5 |
| 14 | | | | | | 1, 4 |
| 15 | | | | | | 1, 4, 5 |
| 16 | | | | | | 1, 4 |
| 17 | | 4050-0702a | | | | 1, 4, 5 |
| 18 | | 4050-0101a 4050-0702a 4050-0703b | | | | 1, 4 |
| 20 | | | | | | 6 |
| 21 | | | | | | 1, 4, 5 |
| 22 | | | | | | 1, 4, 5 |
| 23 | | | | | | 1, 4, 5 |
| 24 | | | | | | 1, 4, 5 |
| 25 | | | <i>V.01</i> | V.02c | | |
| 26 | | | | | | 1, 4, 5 |
| 27 | | | V.01 <i>V.02</i> | | | |
| 31 | | | | | | 1, 4, 5 |
| 33 | | 4050-0702a 4050-0703d | | | | |
| 34 | | | | | | 1, 4 |
| 36 | | 4050-0703b | | | | 1, 4, 5 |
| 37 | <i>7050-0701</i> | | <i>V.01</i> | | | 1, 4 |

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|----------|----------------|-------------------|---|---------|------------------|------------------------|
| 38 | 7050-07 | | I. 04 IV.01d V.01 | | | 1, 4 |
| 39 | | | | | | 1, 4 |
| 40 | | | | | | 4, 5 |
| 41 | | | <i>IV.01d</i> V.01 <i>V.02</i> | | | 1, 4, 5 |
| 45 | | | | | | 1, 4 |
| 47 | | <i>4050-0102b</i> | | | | 1, 4, 5 |
| 48 | | | | | | 1, 4 |
| 49 | | 4050-0102b | | | | 1, 4, 5 |
| 51 | | | | | | 1, 4 |
| 52 | 7050-07 | | | | | 1, 4, 5 |
| 53 | | 4050-0801a | | | | 1, 4, 5 |
| 55 | | | | | | 1, 4 |
| 56 | | | | | | 1, 4, 5 |
| 57 | <i>7050-07</i> | | | | 6050-0503 | 1, 4 |
| 58 | | | | | <i>6050-0502</i> | 1, 4, 5 |
| 59 | | 4050-0102a | | | | |
| 60 | <i>7050-07</i> | | | | | 1, 4, 5 |
| 63 | | | | | | 1, 4, 5 |
| 64 | | | | | | 5 |
| 66 | | | | | | 1, 4 |
| 67 | | | IV.01d V.01 | | | |
| 68 | | | | | | 1, 4, 5 |
| 69 | | | | | | 1, 4 |
| 73 | | | | | | 1, 4, 5 |
| 76 | | | | | | 1 |
| 77 | | | | | | 1 |
| 78 | | | | | | 1, 4, 5 |
| 79 | | | | | | 1, 4, 5 |
| 80 | | | | | | 4, 5 |
| 81 | | | | | | 1, 4 |

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|----------|----------------|--|------|---------|----------------|------------------------|
| 82 | | | | | | 1, 4, 5 |
| 83 | 7050-07 | | | | | |
| 85 | | | | | | 1, 4 |
| 86 | | | | | | 1, 4 |
| 88 | | | | | | 1, 4, 5 |
| 89 | 7050-07 | 4050-0101a | | | | 1, 4 |
| 90 | | 4050-0101a 4050-0702a | | | | 1, 4 |
| 91 | | 4050-0102a | | | | |
| 92 | | 4050-0101a 4050-0702a 4050-0801a | | | | |
| 95 | | | | | | 1, 4, 5 |
| 96 | | | | | 6050-0503 | 1, 4, 5 |

Sixth Grade

Educational Technology

Standard 4: Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

Activity 4: Sounds Around

Standard 5: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

Activity 2: Get in Touch with Trees (**indirect**)

Activity 7: Habitat Pen Pals

Activity 11: Can It Be Real?

Activity 12: Invasive Species

Activity 13: We All Need Trees

Activity 15: A Few of My Favorite Things

Activity 17: People of the Forest

Activity 18: Tale of the Sun

Activity 21: Adopt a Tree

Activity 22: Trees as Habitats

Activity 23: The Fallen Log

Activity 24: Nature's Recyclers

Activity 31: Plant a Tree

Activity 33: Forest Consequences (**indirect**)

Activity 34: Who Works in this Forest (**indirect**)

Activity 35: Loving it too Much (**indirect**)

Activity 36: Pollution Search

Activity 37: Reduce, Reuse, Recycle (**indirect**)

Activity 38: Every Drop Counts (**indirect**)

Activity 39: Energy Sleuths (**indirect**)

Activity 40: Then and Now

Activity 41: How Plants Grow

Activity 45: Web of Life (**indirect**)

Activity 47: Are Vacant Lots Vacant?

Activity 48: Field, Forest, and Stream (**indirect**)

Activity 49: Tropical Treehouse

Activity 51: Make Your Own Paper (**indirect**)

Activity 52: A Look at Aluminum

Activity 53: On the Move

Activity 55: Planning the Ideal Community (**indirect**)

Activity 56: We Can Work it Out

Activity 57: Democracy in Action

Activity 58: There Ought to Be a Law

Activity 59: Poser of Print

Activity 60: Publicize It

Activity 63: Tree Factory

Activity 64: Looking at Leaves (**indirect**)

Activity 66: Germinating Giants (**indirect**)

Activity 68: Name That Tree

Activity 69: Forest for the Trees (**indirect**)

Activity 72: Air We Breath
Activity 73: Waste Watchers
Activity 77: Threes in Trouble
Activity 79: Tree Lifecycle
Activity 80: Nothing Succeeds Like Succession
Activity 81: Living with Fire (**indirect**)
Activity 82: Resource-Go-Round
Activity 84: The Global Climate (**indirect**)
Activity 85: In the Driver's Seat
Activity 86: Our Changing World (**indirect**)
Activity 88: Life on the Edge (**indirect**)
Activity 89: Trees for Many Reasons (**indirect**)
Activity 90: Native Ways (**indirect**)
Activity 91: In the Good Old Days (**indirect**)
Activity 94: By the Rivers of Babylon (**indirect**)
Activity 95: Did you Notice? (**indirect**)
Activity 96: Improve Your Place (**indirect**)

Standard 6: Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

Activity 7: Habitat Pen Pals (**indirect**)
Activity 11: Can It Be Real? (**indirect**)
Activity 12: Invasive Species (**indirect**)
Activity 13: We All Need Trees (**indirect**)
Activity 15: A Few of My Favorite Things (**indirect**)
Activity 17: People of the Forest (**indirect**)
Activity 22: Trees as Habitats (**indirect**)
Activity 23: The Fallen Log (**indirect**)
Activity 24: Nature's Recycler's (**indirect**)
Activity 26: Dynamic Duos (**indirect**)
Activity 31: Plant a Tree (**indirect**)
Activity 33: Forest Consequences (**indirect**)
Activity 36: Pollution Search (**indirect**)
Activity 40: Then and Now (**indirect**)
Activity 41: How Plants Grow (**indirect**)
Activity 47: Are Vacant Lots Vacant? (**indirect**)
Activity 52: A Look at Aluminum (**indirect**)
Activity 53: On the Move (**indirect**)
Activity 58: There Ought to Be a Law (**indirect**)
Activity 60: Publicize It
Activity 63: Tree Factory (**indirect**)
Activity 64: Looking at Leaves (**indirect**)
Activity 79: Tree Lifecycle (**indirect**)
Activity 82: Resource-Go-Round (**indirect**)

Standard 7: Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

Activity 20: Environmental Exchange Box

Health Education

Standard 7060-07: The students will understand the value of service and effective consumer practices.

Objective 01: Participate in service-learning that benefits the environment.

Indicator: Identify environmental protection needs.

Activity 35: Loving It Too Much

Activity 37: Talking Trash, Not!

Activity 89: Trees for Many Reasons (**indirect**)

Activity 96: Improve Your Place (**indirect**)

Indicator: Examine situations where a person or group assists with the protection of the environment.

Activity 57: Democracy in Action (**indirect**)

Indicator: Plan, implement, and report on environmental service.

Activity 37: Talking Trash, Not!

Activity 60: Publicize It! (**indirect**)

Activity 96: Improve Your Place (**indirect**)

Language Arts

Standard 4060-01 I: Oral Language - Students develop language for the purpose of effectively communicating through listening, speaking, viewing and presenting.

Objective 01: Develop language through listening and speaking.

Indicator a: Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).

Activity 4: Sounds Around (**indirect**)

Activity 8: The Forest of S.T. Shrew

Activity 33: Forest Consequences

Activity 89: Trees for Many Reasons

Activity 90: The Native Way

Activity 92: A Look at Lifestyles

Objective 02: Develop language through viewing media and presenting.

Indicator a: Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy).

Activity 39: Energy Sleuths

Activity 59: Power of Print

Indicator b: Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).

Activity 17: People of the Forest

Activity 47: Are Vacant Lots Vacant (**indirect**)

Activity 49: Tropical Treehouse, *Part B*

Standard 4060-07 VII: Comprehension - Students understand, interpret, and analyze narrative and informational grade level text.

Objective 02: Apply strategies to comprehend text.

Indicator a: Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).

Activity 8: The Forest of S.T. Shrew

Activity 11: Can It Be Real (**indirect**)

Activity 17: People of the Forest

Activity 18: Tale of the Sun

Activity 33: Forest Consequences

Activity 35: Loving it Too Much

Activity 59: Power of Print

Activity 87: Earth Manners

Activity 90: The Native Way

Activity 91: In the Good Old Days

Activity 92: A look at Lifestyles

Indicator e: Make inferences and draw conclusions from text.

Activity 58: There Ought to be a Law

Activity 94: Where are the Cedars of Lebanon

Objective 03: Recognize and use features of narrative and informational text.

Indicator b: Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.

Activity 5: Poet Trees

Activity 36: Pollution Search

Activity 49: Tropical Treehouse

Activity 58: There Ought to be a Law

Activity 91: In the Good Old Days

Indicator e: Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, other resources).

Activity 36: Pollution Search

Activity 59: Power of Print

Activity 72: Air We Breathe

Activity 90: The Native Way

Activity 92: A look at Lifestyles

Activity 94: Where are the Cedars of Lebanon

Standard 4060-08 VIII: Writing – Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 01: Prepare to write by gathering and organizing information and ideas.
(Prewriting)

Indicator a: Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences

Activity 9: Planet of Plenty

Activity 53: On the Move, *Part B*

Activity 92: A Look at lifestyles

Objective 06: Write in different forms and genres.

Indicator b: Produce traditional and imaginative stories, narrative and formula poetry.

Activity 2: Get in Touch with Trees
Activity 5: Poet Tree
Activity 35: Loving it Too Much
Activity 39: Energy Sleuths
Activity 58: There Ought to be a Law

Indicator e: Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).

Activity 72: Air We Breathe

Indicator f: Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.

Activity 9: Planet of Plenty

Math

Standard I: Students will acquire number sense and perform operations with rational numbers.

Objective 04: Use fractions and percents to communicate parts of the whole.

Activity 38: Every Drop Counts

Standard IV: Students will understand and apply measurement tools and techniques

Objective 01: Identify and describe measurable attributes of objects and units of measurement.

Indicator d: Estimate length, volume, weight, and area using *metric* and *customary* units.

Activity 41: How Plants Grow

Activity 67: How Big is Your Tree?

Activity 38: Every Drop Counts

Standard V: Students will collect, analyze, and draw conclusions from data and apply basic concepts of probability.

Objective 01: Design investigations to reach conclusions using statistical methods to make inferences based on data.

Activity 25: Birds and Worms (**indirect**)

Activity 27: Every Tree for Itself

Activity 37: Talking Trash, Not! (**indirect**)

Activity 38: Every Drop Counts

Activity 41: How Plants Grow (**indirect**)

Activity 67: How Big is Your Tree?

Science

Standard V: Students understand that microorganisms range from simple to complex, are found almost everywhere, and are both helpful and harmful.

Objective 1: Observe and summarize information about microorganisms.

Activity 22: Trees as Habitats (**indirect**)

Activity 23: The Fallen Log

Activity 24: Nature's Recyclers

Objective 2: Demonstrate the skills needed to plan and conduct an experiment to determine a microorganism's requirements in a specific environment.

Activity 23: The Fallen Log (**indirect**)

Activity 24: Nature's Recyclers

Objective 3: Identify positive and negative effects of microorganisms and how science has developed uses for some microorganisms and overcome the negative effects of others.

Activity 22: Trees as Habitats (**indirect**)

Activity 23: The Fallen Log (**indirect**)

Activity 24: Nature's Recyclers (**indirect**)

Standard VI: Students will understand properties and behavior of heat, light, and sound.

Objective 3: Describe the production of sound in terms of vibration of objects that create vibrations in other materials.

Activity 4: Sounds Around (**Indirect**)

Social Studies

Standard 6060-01: Students identify the sequence of events that led to the establishment of ancient civilizations.

Objective 02: Identify the sequence of history in the Fertile Crescent and ancient Egypt.

Activity 94: Where Are the Cedars of Lebanon? (**indirect**)

Standard 6060-04: Students explore the cultures of ancient civilizations.

Objective 01: Explore the culture of the Fertile Crescent and ancient Egypt.

Activity 94: Where Are the Cedars of Lebanon? (**indirect**)

Objective 04: Participate in democratic processes.

Indicator: Make a contribution to the school, neighborhood, and community; e.g., service project.

Activity 96: Improve Your Place

Standard 6060-07: Students explore the geographical features of ancient civilizations.

Objective 01: Examine the major physical and political features of early civilizations.

Activity 94: Where Are the Cedars of Lebanon?

Sixth Grade Activities and the Subjects, Standards and Objectives with Which They Correlate.

7.1 = Standard 7, Objective 1

4030-0101 = Standard 4030-01, Objective 01

Standards: I., II., III.; Objectives: 1, 2, 3; Indicators: a, b, c, d, e

Bold: Direct Correlation, *Italics:* Indirect Correlation

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|----------|------------------|--|----------------------------|---|----------------|------------------------|
| 2 | | 4060-0806b | | | | 5 |
| 4 | | <i>4060-0101d</i> | | <i>IV.03</i> | | 4 |
| 5 | | 4060-0703b 4060-0806b | | | | |
| 7 | | | | | | 5, 6 |
| 8 | | 4060-0101a 4060-0702a | | | | |
| 9 | | 4060-0801a 4060-0806f | | | | |
| 11 | | <i>4060-0702a</i> | | | | 5, 6 |
| 12 | | | | | | 5, 6 |
| 13 | | | | | | 5, 6 |
| 15 | | | | | | 5, 6 |
| 17 | | 4060-0102b 4060-0702a | | | | 5, 6 |
| 18 | | 4060-0702a | | | | 5 |
| 20 | | | | | | 7 |
| 21 | | | | | | 5 |
| 22 | | | | <i>V.01</i> <i>V.03</i> | | 5, 6 |
| 23 | | | | V.01 <i>V.02</i> <i>V.03</i> | | 5, 6 |
| 24 | | | | V.01 V.02 <i>V.03</i> | | 5, 6 |
| 25 | | | <i>V.01</i> | | | |
| 26 | | | | | | 6 |
| 27 | | | V.01 <i>V.02</i> | | | |
| 31 | | | | | | 5, 6 |
| 33 | | 4060-0101a 4060-0702a | | | | 5, 6 |
| 34 | | | | | | 5 |
| 35 | 7060-0701 | 4060-0702a 4060-0806b | | | | 5 |
| 36 | | 4060-0703b,e | | | | 5, 6 |
| 37 | 7060-0701 | | <i>V.01</i> | | | 5 |

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|-------------------|---------------------------|---|---------------------------------|----------------|---------------------------|-----------------------------------|
| 38 | | | I.04 IV.01d V.01 | | | 5 |
| 39 | | 4060-0102a 4060-0806b | | | | 5 |
| 40 | | | | | | 5, 6 |
| 41 | | | IV.01d V.01 | | | 5, 6 |
| 45 | | | | | | 5 |
| 47 | | <i>4060-0102b</i> | | | | 5, 6 |
| 48 | | | | | | 5 |
| 49 | | 4060-0102a 4060-0703b | | | | 5 |
| <i>49, Part B</i> | | 4060-0702b | | | | |
| 51 | | | | | | 5 |
| 52 | | | | | | 5, 6 |
| 53 | | 4060-0801a | | | | 5, 6 |
| 55 | | | | | | 5 |
| 56 | | | | | | 5 |
| 57 | <i>7060-0701</i> | | | | | 5 |
| 58 | | 4060-0702e 4060-0703b 4060-0806b | | | | 5, 6 |
| 59 | | 4060-0702a 4060-0703e | | | | 5 |
| 60 | <i>7060-0701</i> | | | | | 5, 6 |
| 63 | | | | | | 5, 6 |
| 64 | | | | | | 5, 6 |
| 66 | | | | | | 5 |
| 67 | | | IV.01d V.01 | | | |
| 68 | | | | | | 5 |
| 69 | | | | | | 5 |
| 72 | | 4060-0806e 4060-0703e | | | | 5 |
| 73 | | | | | | 5 |
| 77 | | | | | | 5 |
| 79 | | | | | | 5, 6 |
| 80 | | | | | | 5 |
| 81 | | | | | | 5 |
| 82 | | | | | | 5, 6 |
| 84 | | | | | | 5 |
| 85 | | | | | | 5 |

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|----------|-------------------|--|------|---------|-------------------------------------|---------------------------|
| 86 | | | | | | 5 |
| 87 | | 4060-0702a | | | | |
| 88 | | | | | | 5 |
| 89 | 7060-0701 | 4060-0101a 4060-0702 | | | | 5 |
| 90 | | 4060-0101a 4060-0702a 4060-0703e | | | | 5 |
| 91 | | 4060-0702a 4060-0703b | | | | 5 |
| 92 | | 4060-0101a 4060-0702a 4060-0703e 4060-0801a | | | | |
| 94 | | 4060-0702e | | | 6060-0102 6060-0401 6060-0701 | 5 |
| 95 | | | | | | 5 |
| 96 | 7060-0701 | | | | 6060-0404 | 5 |

Seventh Grade

Educational Technology

Standard 4: Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

Activity 4: Sounds Around

Standard 5: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

- Activity 11: Can It Be Real?**
- Activity 12: Invasive Species**
- Activity 15: A Few of My Favorite Things**
- Activity 17: People of the Forest**
- Activity 21: Adopt a Tree**
- Activity 22: Trees as Habitats**
- Activity 23: The Fallen Log**
- Activity 31: Plant a Tree**
- Activity 33: Forest Consequences (indirect)**
- Activity 35: Loving it too Much (indirect)**
- Activity 37: Reduce, Reuse, Recycle (indirect)**
- Activity 38: Every Drop Counts (indirect)**
- Activity 39: Energy Sleuths (indirect)**
- Activity 40: Then and Now**
- Activity 41: How Plants Grow**
- Activity 45: Web of Life (indirect)**
- Activity 47: Are Vacant Lots Vacant?**
- Activity 48: Field, Forest, and Stream (indirect)**
- Activity 50: 400-Acre Wood (indirect)**
- Activity 51: Make Your Own Paper (indirect)**
- Activity 52: A Look at Aluminum**
- Activity 53: On the Move**
- Activity 55: Planning the Ideal Community (indirect)**
- Activity 56: We Can Work it Out**
- Activity 57: Democracy in Action**
- Activity 58: There Ought to Be a Law**
- Activity 59: Power of Print**
- Activity 60: Publicize It**
- Activity 68: Name That Tree**
- Activity 69: Forest for the Trees (indirect)**
- Activity 71: Watch on Wetlands**
- Activity 72: Air We Breathe**
- Activity 73: Waste Watchers**
- Activity 80: Nothing Succeeds Like Succession**
- Activity 81: Living with Fire (indirect)**
- Activity 82: Resource-Go-Round**
- Activity 84: The Global Climate (indirect)**
- Activity 85: In the Driver's Seat**
- Activity 86: Our Changing World (indirect)**
- Activity 88: Life on the Edge (indirect)**

- Activity 89:** Trees for Many Reasons (**indirect**)
- Activity 90:** Native Ways (**indirect**)
- Activity 91:** In the Good Old Days (**indirect**)
- Activity 94:** By the Rivers of Babylon (**indirect**)
- Activity 95:** Did you Notice? (**indirect**)
- Activity 96:** Improve Your Place (**indirect**)

Standard 6: Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

- Activity 11:** Can It Be Real? (**indirect**)
- Activity 12:** Invasive Species (**indirect**)
- Activity 15:** A Few of My Favorite Things (**indirect**)
- Activity 17:** People of the Forest (**indirect**)
- Activity 22:** Trees as Habitats (**indirect**)
- Activity 23:** The Fallen Log (**indirect**)
- Activity 26:** Dynamic Duos (**indirect**)
- Activity 31:** Plant a Tree (**indirect**)
- Activity 33:** Forest Consequences (**indirect**)
- Activity 40:** Then and Now (**indirect**)
- Activity 41:** How Plants Grow (**indirect**)
- Activity 47:** Are Vacant Lots Vacant? (**indirect**)
- Activity 52:** A Look at Aluminum (**indirect**)
- Activity 53:** On the Move (**indirect**)
- Activity 58:** There Ought to Be a Law (**indirect**)
- Activity 60:** Publicize It
- Activity 71:** Watch on Wetlands (**indirect**)
- Activity 82:** Resource-Go-Round (**indirect**)

Standard 7: Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

- Activity 20:** Environmental Exchange Box

Health Education

No Correlations

Language Arts

Standard 4070-01: Students use comprehension strategies before reading.

Objective 01: Establish a purpose prior to reading a text selection.

- Activity 49:** Tropical Treehouse (**indirect**)

Objective 02: Preview the text.

- Activity 59:** Power of Print

Standard 4070-02: Students use comprehension strategies during reading to actively construct the meaning of text.

Objective 01: Make text-to-text, text-to-self, and text-to-world connections.

- Activity 17:** People of the Forest

Activity 49: Tropical Treehouse, *Part B* (**Indirect**)

Activity 59: Power of Print

Activity 90: The Native Way

Activity 92: A Look At Lifestyles

Standard 4070-03: Students use comprehension strategies after reading to reflect on, consolidate, and extend meaning.

Objective 01: Summarize and/or synthesize important information from text.

Activity 17: People of the Forest

Activity 49: Tropical Treehouse, *Part B* (**indirect**)

Activity 90: The Native Way

Activity 92: A Look at Lifestyles

Standard 4070-05: Students read functional, informational, and literary texts from different periods, cultures and genres.

Objective 02: Demonstrate competency in reading and interpreting INFORMATIONAL text.

Activity 17: People of the Forest

Activity 59: Power of Print

Activity 90: The Native Way

Activity 92: A Look at Lifestyles

Standard 4070-06: Students use comprehension strategies before, during and after listening.

Objective 01: Use comprehension strategies before listening.

Activity 40: Then and Now (**indirect**)

Objective 02: Use comprehension strategies to actively construct meaning from auditory sources.

Activity 40: Then and Now (**indirect**)

Standard 4070-07: Students listen in functional, informational, and literary situations.

Objective 02: Demonstrate competency in listening to and interpreting INFORMATIONAL materials.

Activity 40: Then and Now (**indirect**)

Standard 4070-10: Students use process strategies before, during, and after composing.

Activity 5: Poet-Tree

Activity 17: People of the Forest

Activity 59: Power of Print

Activity 60: Publicize It!

Standard 4070-11: Students write functional, informational, and literary texts for various purposes, audiences, and situations.

Objective 02: Demonstrate competency in writing INFORMATIONAL text.

Activity 59: Power of Print

Activity 60: Publicize It!

Objective 03: Demonstrate competency in writing LITERARY text.

Activity 5: Poet-Tree

Activity 17: People of the Forest

Objective 05: Write for a variety of purposes, in various rhetorical modes and genres.

Activity 5: Poet-tree

Activity 17: People of the Forest

Standard 4070-13: Students speak in functional, informational and literary situations for various purposes and audiences.

Objective 02: Demonstrate speaking competency in INFORMATIONAL situations.

Activity 17: People of the Forest

Objective 04: Use effective communication strategies in small and large group discussions.

Activity 49: Tropical Treehouse, *Part B- Parks and Native People (indirect)*

Math

Standard 4: Students will understand and apply measurement tools, formulas, and techniques.

Objective 1: Understand measurable attributes of objects and the units, systems, and processes of measurement.

Activity 67: How Big is Your Tree?

Objective 2: Determine measurements using appropriate tools and formulas.

Indicator 2: Measure length, area, volume, and angles to appropriate levels of precision.

Activity 67: How Big is Your Tree?

Standard 5: Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

Objective 1: Design investigations to reach conclusions using statistical methods to analyze data.

Activity 25: Birds and Worm (**indirect**)

Activity 27: Every Tree for Itself (**indirect**)

Activity 37: Talking Trash, Not! (**indirect**)

Activity 38: Every Drop Counts (**indirect**)

Activity 35: Loving it Too Much (**indirect**)

Activity 41: How Plants Grow (**indirect**)

Objective 2: Apply basic concepts of probability.

Activity 27: Every Tree for Itself (**indirect**)

Activity 41: How Plants Grow (**indirect**)

Science

Standard IV: Students will understand that offspring inherit traits that make them more or less suitable in the environment.

Objective 2: Relate the adaptability of organisms in an environment to their inherited traits and structures.

Activity 10: Charting Diversity

Activity 11: Can It Be Real?

Standard V: Students will understand that structure is used to develop classification schemes.

Objective 2: Use and develop a simple classification system.

Activity 64: Looking at Leaves (**indirect**)

Activity 68: Name That Tree

Social Studies

Standard 6100-01: Students will understand the interaction between Utah's geography and its inhabitants.

Objective 03: Assess how natural resources sustain and enhance people's lives.

Activity 14: Renewable or Not?

Activity 32: A Forest for Many Uses (**indirect**)

Activity 39: Energy Sleuths (**indirect**)

Activity 86: Our Changing World

Activity 89: Trees for Many Reasons

Activity 94: Where Are the Cedars of Lebanon? (**indirect**)

Objective 04: Examine how people affect the geography of Utah.

Indicator: Assess how people change the landscape.

Activity 35: Loving It Too Much

Standard 6100-03: Students will understand the relationship between government and the people of Utah.

Objective 02: Examine the structure and function of city, county, and state governments.

Activity 58: There Ought to Be a Law (**indirect**)

Objective 03: Assess the rights and responsibilities of citizenship.

Activity 58: There Ought to Be a Law

Standard 6100-06: Students will understand the impact of major contemporary events that concern the land and people of Utah.

Objective 01: Identify and investigate major contemporary events that affect individuals, institutions, and society.

Activity 86: Our Changing World (**indirect**)

Seventh Grade Activities and the Subjects, Standards and Objectives with Which They Correlate.

7.1 = Standard 7, Objective 1

 4030-0101 = Standard 4030-01, Objective 01

Bold: Direct Correlation, *Italics:* Indirect Correlation

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|-----------------|---------------------------|--|--------------------|----------------|---------------------------|-----------------------------------|
| 4 | | | | | | 4 |
| 5 | | 4070-10 4070-1103 4070-1105 | | | | |
| 10 | | | | IV.02 | | |
| 11 | | | | IV.02 | | 5, 6 |
| 12 | | | | | | 5, 6 |
| 14 | | | | | 6100-0103 | |
| 15 | | | | | | 5, 6 |
| 17 | | 4070-0201 4070-0301 4070-0502 4070-10 4070-1103 4070-1105 4070-1302 | | | | 5, 6 |
| 20 | | | | | | 7 |
| 21 | | | | | | 5 |
| 22 | | | | | | 5, 6 |
| 23 | | | | | | 5, 6 |
| 25 | | | <i>5.1</i> | | | |
| 26 | | | | | | 6 |
| 27 | | | <i>5.1 5.2</i> | | | |
| 31 | | | | | | 5, 6 |
| 32 | | | | | <i>6100-0103</i> | |
| 33 | | | | | | 5, 6 |
| 35 | | | <i>5.1</i> | | 6100-0104 | |
| 36 | | | | | | 5 |
| 37 | | | <i>5.1</i> | | | 5 |
| 38 | | | <i>5.1</i> | | | 5 |
| 39 | | | | | <i>6100-0103</i> | 5 |
| 40 | | <i>4070-0601 4070-0602 4070-0702</i> | | | | 5, 6 |
| 41 | | | <i>5.1 5.2</i> | | | 5, 6 |
| 45 | | | | | | 5 |
| 47 | | | | | | 5, 6 |
| 48 | | | | | | 5 |

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|-----------------|---------------------------|---|--------------|----------------|---------------------------|-----------------------------------|
| 49 | | 4070-0101 4070-0301 4070-1304 | | | | |
| 49, Part B | | 4070-0201 | | | | |
| 50 | | | | | | 5 |
| 51 | | | | | | 5 |
| 52 | | | | | | 5, 6 |
| 53 | | | | | | 5, 6 |
| 55 | | | | | | 5 |
| 56 | | | | | | 5 |
| 57 | | | | | | 5 |
| 58 | | | | | 6100-0302 6100-0303 | 5, 6 |
| 59 | | 4070-0102 4070-0201 4070-0502 4070-10 4070-1102 | | | | 5 |
| 60 | | 4070-10 4070-1102 | | | | 5, 6 |
| 64 | | | | V.02 | | |
| 67 | | | 4.1 4.2.2 | | | |
| 68 | | | | V.02 | | 5 |
| 69 | | | | | | 5 |
| 71 | | | | | | 5, 6 |
| 72 | | | | | | 5 |
| 73 | | | | | | 5 |
| 80 | | | | | | 5 |
| 81 | | | | | | 5 |
| 82 | | | | | | 5, 6 |
| 84 | | | | | | 5 |
| 85 | | | | | | 5 |
| 86 | | | | | 6100-0103 6100-0601 | 5 |
| 88 | | | | | | 5 |
| 89 | | | | | 6100-0103 | 5 |
| 90 | | 4070-0201 4070-0301 4070-0502 | | | | 5 |
| 91 | | | | | | 5 |

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|----------|----------------|-------------------------------------|------|---------|----------------|------------------------|
| 92 | | 4070-0201 4070-0301 4070-0502 | | | | |
| 94 | | | | | 6100-0103 | 5 |
| 95 | | | | | | 5 |
| 96 | | | | | | 5 |

Eighth Grade

Educational Technology

Standard 4: Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

Activity 4: Sounds Around

Standard 5: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

Activity 11: Can It Be Real?

Activity 12: Invasive Species

Activity 15: A Few of My Favorite Things

Activity 17: People of the Forest

Activity 21: Adopt a Tree

Activity 22: Trees as Habitats

Activity 23: The Fallen Log

Activity 31: Plant a Tree

Activity 35: Loving it too Much (indirect)

Activity 37: Reduce, Reuse, Recycle (indirect)

Activity 38: Every Drop Counts (indirect)

Activity 39: Energy Sleuths (indirect)

Activity 40: Then and Now

Activity 41: How Plants Grow

Activity 45: Web of Life (indirect)

Activity 47: Are Vacant Lots Vacant?

Activity 48: Field, Forest, and Stream (indirect)

Activity 50: 400-Acre Wood (indirect)

Activity 51: Make Your Own Paper (indirect)

Activity 52: A Look at Aluminum

Activity 53: On the Move

Activity 55: Planning the Ideal Community (indirect)

Activity 56: We Can Work it Out

Activity 57: Democracy in Action

Activity 58: There Ought to Be a Law

Activity 59: Power of Print

Activity 60: Publicize It

Activity 68: Name That Tree

Activity 69: Forest for the Trees (indirect)

Activity 71: Watch on Wetlands

Activity 72: Air We Breath

Activity 73: Waste Watchers

Activity 80: Nothing Succeeds Like Succession

Activity 81: Living with Fire (indirect)

Activity 82: Resource-Go-Round

Activity 84: The Global Climate (indirect)

Activity 85: In the Driver's Seat

Activity 86: Our Changing World (indirect)

Activity 88: Life on the Edge (indirect)

Activity 89: Trees for Many Reasons (indirect)

- Activity 90:** Native Ways (**indirect**)
- Activity 91:** In the Good Old Days (**indirect**)
- Activity 94:** By the Rivers of Babylon (**indirect**)
- Activity 95:** Did you Notice? (**indirect**)
- Activity 96:** Improve Your Place (**indirect**)

Standard 6: Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

- Activity 11:** Can It Be Real? (**indirect**)
- Activity 12:** Invasive Species (**indirect**)
- Activity 15:** A Few of My Favorite Things (**indirect**)
- Activity 17:** People of the Forest (**indirect**)
- Activity 22:** Trees as Habitats (**indirect**)
- Activity 23:** The Fallen Log (**indirect**)
- Activity 26:** Dynamic Duos (**indirect**)
- Activity 31:** Plant a Tree (**indirect**)
- Activity 40:** Then and Now (**indirect**)
- Activity 41:** How Plants Grow (**indirect**)
- Activity 47:** Are Vacant Lots Vacant? (**indirect**)
- Activity 52:** A Look at Aluminum (**indirect**)
- Activity 53:** On the Move (**indirect**)
- Activity 58:** There Ought to Be a Law (**indirect**)
- Activity 60:** Publicize It
- Activity 71:** Watch on Wetlands (**indirect**)
- Activity 82:** Resource-Go-Round (**indirect**)

Standard 7: Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

- Activity 20:** Environmental Exchange Box

Health Education

No Correlations

Language Arts

Standard 4080-01: Students use comprehension strategies before reading.

Objective 02: Preview the text.

- Activity 59:** Power of Print

Standard 4080-02: Students use comprehension strategies during reading to actively construct the meaning of text.

Objective 01: Make text-to-text, text-to-self, and text-to-world connections.

- Activity 17:** People of the Forest
- Activity 49:** Tropical Treehouse, *Part B* (**indirect**)
- Activity 59:** Power of Print
- Activity 90:** The Native Way

Standard 4080-03: Students use comprehension strategies after reading to reflect on, consolidate, and extend meaning.

Objective 01: Summarize and/or synthesize important information from text.

Activity 17: People of the Forest

Activity 49: Tropical Treehouse, *Part B* (**indirect**)

Standard 4080-04: Students demonstrate independence in reading.

Objective 02: Demonstrate competency in reading self-selected texts.

Activity 91: In the Good Old Days

Standard 4080-05: Students read functional, informational, and literary texts from different periods, cultures and genres.

Objective 02: Demonstrate competency in reading and interpreting INFORMATIONAL text.

Activity 17: People of the Forest

Activity 59: Power of Print

Activity 90: The Native Way

Objective 03: Demonstrate competency in reading LITERARY text.

Activity 91: In the Good Old Days

Standard 4080-06: Students use comprehension strategies before, during and after listening.

Objective 01: Use comprehension strategies before listening.

Activity 40: Then and Now (**indirect**)

Objective 02: Use comprehension strategies to actively construct meaning from auditory sources.

Activity 40: Then and Now (**indirect**)

Standard 4080-07: Students listen in functional, informational, and literary situations.

Objective 02: Demonstrate competency in listening to and interpreting INFORMATIONAL materials.

Activity 40: Then and Now (**indirect**)

Standard 4080-10: Students use process strategies before, during, and after composing.

Activity 5: Poet-tree

Activity 17: People of the Forest

Activity 59: Power of Print

Activity 60: Publicize It!

Standard 4080-11: Students write functional, informational, and literary texts for various purposes, audiences, and situations.

Objective 02: Demonstrate competency in writing INFORMATIONAL text.

Activity 59: Power of Print

Activity 60: Publicize It!

Objective 03: Demonstrate competency in writing LITERARY text.

Activity 5: Poet-tree

Activity 17: People of the Forest

Objective 05: Write for a variety of purposes, in various rhetorical modes and genres.

Activity 5: Poet-tree

Activity 17: People of the Forest

Standard 4080-13: Students speak in functional, informational and literary situations for various purposes and audiences.

Objective 02: Demonstrate speaking competency in INFORMATIONAL situations.

Activity 17: People of the Forest

Objective 04: Use effective communication strategies in small and large group discussions.

Activity 49: Tropical Treehouse, *Part B* (**indirect**)

Math

No Correlations

Science

Standard II: Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.

Objective 1: Compare ways that plants and animals obtain and use energy.

Indicator a: Recognize the importance of photosynthesis in using light energy as part of the chemical process that builds plant materials.

Activity 42: Sunlight and Shades of Green

Activity 45: Web of Life

Objective 2: Generalize the dependent relationships between organisms.

Activity 24: Nature's Recyclers

Activity 45: Web of Life

Activity 48: Field, Forest, and Stream

Indicator a: Categorize the relationship between organisms (i.e., producer/consumer/decomposer, predator/prey, mutualism/parasitism) and provide examples of each.

Activity 22: Trees As Habitats (**indirect**)

Activity 23: The Fallen Log

Activity 24: Nature's Recyclers

Activity 25: Birds and Worms

Activity 26: Dynamic Duos

Indicator b: Use models to trace the flow of energy in food chains and food webs.

Activity 45: Web of Life

Indicator c: Formulate and test a hypothesis on the effects of air, temperature, water or light on plants (e.g., seed germination, growth rates, seasonal adaptations).

Activity 29: Rain Reasons

Activity 41: How Plants Grow

Objective 3: Analyze human influence on the capacity of an environment to sustain living things.

Indicator a: Describe specific examples of how humans have changed the capacity of an environment to support specific life forms (e.g., people create wetlands and nesting boxes that increase the number and range of wood ducks, acid rain damages amphibian eggs and reduces population of frogs, clear cutting forests affects squirrel populations, suburban sprawl reduces mule deer winter range thus decreasing numbers of deer).

Activity 50: 400-Acre Wood (**indirect**)

Activity 88: Life on the Edge (**indirect**)

Indicator b: Distinguish between inference and evidence in a newspaper or magazine article relating to the effect of humans on the environment.

Activity 59: Power of Print

Indicator c: Infer the potential effects of humans on a specific food web.

Activity 45: Web of Life

Indicator d: Evaluate and present arguments for and against allowing a specific species of plant or animal to become extinct, and relate the argument to the flow of energy in an ecosystem.

Activity 88: Life on the Edge

Social Studies

Standard 6120-02: Students will investigate the relationship between events of different time periods.

Objective 01: Develop an awareness of current events.

Activity 59: Power of Print

Objective 02: Analyze how contemporary concerns and events affect and are affected by history.

Activity 91: In the Good Old Days (**indirect**)

Standard 6120-03: Students will understand the changes caused by European exploration in the Americas.

Objective 01: Explore life among the various American Indian nations prior to European exploration of the New World.

Indicator: Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.

Activity 75: Tipi Talk

Activity 90: The Native Way

Activity 92: A Look at Lifestyles

Standard 6120-10: Students will understand the development of the American West following the Civil War.

Objective 01: Analyze the factors that brought people west.

Activity 92: A Look at Lifestyles

Objective 02: Analyze the settlement of the American West.

Activity 92: A Look at Lifestyles (**indirect**)

Eighth Grade Activities and the Subjects, Standards and Objectives with Which They Correlate.

7.1 = Standard 7, Objective 1

4030-0101 = Standard 4030-01, Objective 01

Bold: Direct Correlation, *Italics:* Indirect Correlation

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|-----------------|-----------------------|--|-------------|-------------------------------------|-----------------------|-------------------------------|
| 4 | | | | | | 4 |
| 5 | | 4080-10 4080-1103 4080-1105 | | | | |
| 11 | | | | | | 5, 6 |
| 12 | | | | | | 5, 6 |
| 15 | | | | | | 5, 6 |
| 17 | | 4080-0201 4080-0301 4080-0502 4080-10 4080-1103 4080-1105 4080-1302 | | | | 5, 6 |
| 20 | | | | | | 7 |
| 21 | | | | | | 5 |
| 22 | | | | <i>II.02a</i> | | 5, 6 |
| 23 | | | | II.02a | | 5, 6 |
| 24 | | | | II.02a | | |
| 25 | | | | II.02a | | |
| 26 | | | | II.02a | | 6 |
| 29 | | | | II.02a | | |
| 31 | | | | | | 5, 6 |
| 36 | | | | | | 5 |
| 37 | | | | | | 5 |
| 38 | | | | | | 5 |
| 39 | | | | | | 5 |
| 40 | | <i>4080-0601 4080-0602 4080-0702</i> | | | | 5, 6 |
| 41 | | | | II.02c | | 5, 6 |
| 42 | | | | II.01a | | |
| 45 | | | | II.01a II.02b II.03c | | 5 |
| 47 | | | | | | 5, 6 |
| 48 | | | | II.02 | | 5 |
| 49 | | 4080-0301 | | | | |

| Activity | Health Studies | Language Arts | Math | Science | Social Studies | Educational Technology |
|------------|----------------|---|------|------------------|-------------------------------------|------------------------|
| 49, Part B | | 4080-0201 4080-1304 | | | | |
| 50 | | | | II.03a | | 5 |
| 51 | | | | | | 5 |
| 52 | | | | | | 5, 6 |
| 53 | | | | | | 5, 6 |
| 55 | | | | | | 5 |
| 56 | | | | | | 5 |
| 57 | | | | | | 5 |
| 58 | | | | | | 5, 6 |
| 59 | | 4080-0102 4080-0201 4080-0502 4080-10 4080-1102 | | II.03b | 6120-0201 | 5 |
| 60 | | 4080-10 4080-1102 | | | | 5, 6 |
| 68 | | | | | | 5 |
| 69 | | | | | | 5 |
| 71 | | | | | | 5, 6 |
| 72 | | | | | | 5 |
| 73 | | | | | | 5 |
| 75 | | | | | 6120-0301 | |
| 80 | | | | | | 5 |
| 81 | | | | | | 5 |
| 82 | | | | | | 5, 6 |
| 84 | | | | | | 5 |
| 85 | | | | | | 5 |
| 86 | | | | | | 5 |
| 88 | | | | II.03a II.03d | | 5 |
| 89 | | | | | | 5 |
| 90 | | 4080-0201 4080-0502 | | | 6120-0301 6120-0702 | 5 |
| 91 | | 4080-0402 4080-0503 | | | 6120-0202 | 5 |
| 92 | | | | | 6120-0301 6120-1001 6120-1002 | |
| 94 | | | | | | 5 |
| 95 | | | | | | 5 |
| 96 | | | | | | 5 |

