

Washington State Standards Correlations with the Project Learning Tree K-8 Guide

Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards																									
1 The Shape of Things (p.17)	As humans we depend on all of our senses -- touching, tasting, hearing, smelling, and seeing -- to gather impressions of our environment. Our brain sorts out the diversity of sizes, colors, and shapes that we see. In this activity, students will focus their eyes on the many shapes that define both our natural and built environment.	Part A: Pre-K-K Part B: K-3	Students will identify common shapes appearing in natural and built environments.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQD</td> <td>APPD*</td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> * supports or reinforces standard concepts, but needs adaptation to meet standard. Math K.3, 1.3B , 2.4B, Communication 1.0-1.3, 3.1 Arts 1.1, 2.1	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQD	APPD*		2-3														
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2 Get in Touch With Trees (p.20)	In this activity students will explore their sense of touch and discover why touch is important to animals, including themselves.	PreK-6	Students will describe a variety of textures. Students will demonstrate how they use their sense of touch to explore and respond to the environment around them.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Physical Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQD*</td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA</td> <td></td> <td>PS2A</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQB</td> <td></td> <td></td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> * supports or reinforces standard concepts, but needs adaptation to meet standard. Writing 1.0, 2.2, 2.3, 4.1, 4.2 Communication 1.0-1.3, 3.0-3.3 Arts 4.1	Grade Level	Systems	Inquiry	Appl	Physical Science	k-1		INQD*			2-3		INQA		PS2A	4-5		INQB			6-8				
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3 Peppermint Beetle (p 23)	In this activity students will explore their sense of smell and discover why smell is important to animals, including themselves.	K-6	Student will demonstrate how animals, including insects, use their sense of smell to respond to the environment around them. Students will identify the importance of the sense of smell in people’s daily lives.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQA</td> <td></td> <td>LS1D</td> </tr> <tr> <td>2-3</td> <td></td> <td>INQC *</td> <td></td> <td>LS3A</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQF</td> <td></td> <td>LS1B</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB INQE</td> <td></td> <td></td> </tr> </tbody> </table> * supports or reinforces standard concepts, but needs adaptation to meet standard. Communication 3.0-3.3	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQA		LS1D	2-3		INQC *		LS3A	4-5		INQF		LS1B	6-8		INQB INQE		
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<p>4</p> <p>Sounds Around (p.26)</p>	<p>Our ears are constantly being bombarded with sound -- so much so that we automatically "tune out" a lot of it. Some sounds are "music to our ears," while others can annoy us and even damage the delicate structures in our ears. Try this activity to help your students "tune in" to the sounds in their environment and to help them identify and lessen local noise problems.</p>	<p>Prek-8</p>	<p>Students will identify sounds and map their location in the environment.</p> <p>Students will explain how noise can be a problem in the environment.</p> <p>Students will create and carry out a plan to lessen a local noise problem.</p> <p>Students will study a Greek myth about the sounds in nature.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Systems</th> <th style="text-align: center;">Inquiry</th> <th style="text-align: center;">Appl</th> <th style="text-align: center;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">k-1</td> <td></td> <td style="text-align: center;">INQA INQD</td> <td style="text-align: center;">APPA</td> <td style="text-align: center;">LS1D</td> </tr> <tr> <td style="text-align: center;">2-3</td> <td></td> <td style="text-align: center;">INQA INQD</td> <td style="text-align: center;">APPA APPD</td> <td></td> </tr> <tr> <td style="text-align: center;">4-5</td> <td></td> <td style="text-align: center;">INQB</td> <td style="text-align: center;">APPE, APPF</td> <td style="text-align: center;">LS2F* LS1B</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td></td> <td style="text-align: center;">APPE</td> <td></td> </tr> </tbody> </table> <p><i>* supports or reinforces standard concepts, but needs adaptation to meet standard.</i></p> <p>SS-Geography 3.1, 3.2 Reading 2.0-2-3 Writing 1.2, Communication 1.0-1.3, 2.0, 2.2, 3.0-3.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQA INQD	APPA	LS1D	2-3		INQA INQD	APPA APPD		4-5		INQB	APPE, APPF	LS2F* LS1B	6-8			APPE	
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<p>5</p> <p>Poet-Tree (p.31)</p>	<p>Writing and sharing poems will give your students an opportunity to express their feelings, values, and beliefs about the environment and related issues in creative and artistic ways.</p>	<p>3-8</p>	<p>Students will express their point of view and attitudes about the environment using various forms of poetry.</p> <p>Students will analyze their own and other people's poetry to discover meaning.</p>	<p>SS-Geography 3.1, 3.2 Writing 1.0-1.3, 2.3, 4.0-4.2 Communication 1.1, 1.2, 2.4, 3.0-3.3</p>																									
<p>6</p> <p>Picture This (p.34)</p>	<p>In this activity, students can learn about the diversity of life on earth by looking at different plants and animals from around the world.</p>	<p>PreK-5</p>	<p>Students will categorize similarities and differences between organisms.</p> <p>Students will make the connection between diverse organisms and the diverse environments in which they live.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Systems</th> <th style="text-align: center;">Inquiry</th> <th style="text-align: center;">Appl</th> <th style="text-align: center;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">k-1</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS1B LS3B LS3C</td> </tr> <tr> <td style="text-align: center;">2-3</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS3A LS3C</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS1A LS1B</td> </tr> </tbody> </table> <p>Writing 1.1, 1.2 Communication 1.0-1.3, 3.0-3.3 Arts 2.1,2.2</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1				LS1B LS3B LS3C	2-3				LS3A LS3C	4-5				LS1A LS1B					
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7 <i>Habitat Pen Pals</i> <i>(p.37)</i>	From icy tundra to scorching deserts to salty oceans, the world's habitats are diverse and fascinating. Each habitat, with its own special set of conditions, supports animals and plants adapted to living in it. By becoming "habitat pen pals," your students will learn about the diversity of habitats around the world, and will write letters from the perspective of organisms living in these habitats.	3-6	Students will identify similarities and differences between organisms by collecting pictures and categorizing them. Students will comprehend the connection between diverse organisms and the diverse environments in which they live.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="font-size: small;">Grade Level</th> <th style="font-size: small;">Systems</th> <th style="font-size: small;">Inquiry</th> <th style="font-size: small;">Appl</th> <th style="font-size: small;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2-3</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS2A</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS1C</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS2A</td> </tr> </tbody> </table> <p>SS-Geography 1.0-1.2, 2.1 Reading 2.1,2.2, 3.1 Writing 1.0-1.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	2-3				LS2A	4-5				LS1C	6-8				LS2A					
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8 <i>The Forest of S.T. Shrew</i> <i>(p.40)</i>	By taking a "shrew's-eye-view" of life in the woods, your students will gain an appreciation for the variety of living things that make forests their homes, and for the variety of habitats within forests.	1-6	Students will describe some of the plants and animals that characterize several microhabitats with in a forest.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="font-size: small;">Grade Level</th> <th style="font-size: small;">Systems</th> <th style="font-size: small;">Inquiry</th> <th style="font-size: small;">Appl</th> <th style="font-size: small;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">k-1</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS2A, LS2B</td> </tr> <tr> <td style="text-align: center;">2-3</td> <td style="text-align: center;">SYSA*</td> <td></td> <td></td> <td style="text-align: center;">LS2A*</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS2A</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS2A</td> </tr> </tbody> </table> <p><i>* supports or reinforces standard concepts, but needs adaptation to meet standard.</i></p> <p>SS-Geography 1.0-1.2 Reading 2.1, 3.1 Writing 1.0-1.3 Communication 1.0-1.3 Arts 1.3, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1				LS2A, LS2B	2-3	SYSA*			LS2A*	4-5				LS2A	6-8				LS2A
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<p>9</p> <p>Planet Diversity</p> <p>(p.45)</p>	<p>In this activity, students will pretend they are visitors from outer space, viewing life on Earth for the first time. By describing, in minute detail, all the life they find in a small plot of land, they will become more aware of the diversity of life on Earth and will better understand</p> <p>See PEI's <i>Field Investigation Guide</i> for supplemental information: http://www.pacificeducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf</p>	<p>4-6</p>	<p>Students will investigate diversity of plants and animals on a small plot of land.</p> <p>Students will compare their data with others in class to conclude what factors influence the abundance or lack of diversity.</p> <p>Students will explain the value of diversity of life forms in a particular ecosystem.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA INQB, INQC INQH</td> <td></td> <td style="text-align: center;">LS2A* LS3A</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td style="text-align: center;">SYSA* SYSB*</td> <td style="text-align: center;">INQA, INQB, INQC</td> <td></td> <td style="text-align: center;">LS2A*</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.1, 3.2 Writing 1.0-1.3 Communication 1.0-1.3, 3.0-3.3 Math graphing, comparing data Arts 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5	SYSA*	INQA INQB, INQC INQH		LS2A* LS3A	6-8	SYSA* SYSB*	INQA, INQB, INQC		LS2A*
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<p>10</p> <p>Charting Diversity</p> <p>(p.50)</p>	<p>By exploring the amazing diversity of life on Earth, your students will discover how plants and animals are adapted for survival. This activity provides a basis for understanding why there are so many different species and what the value of biological diversity is.</p> <p>See PEI's <i>Field Investigation Guide</i> for supplemental information: http://www.pacificeducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf</p>	<p>4-8</p>	<p>Students will organize different species of plants and animals according to various characteristics.</p> <p>Students will determine how certain characteristics help species adapt to environmental conditions.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS1B LS3B</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS2A LS3E</td> </tr> </tbody> </table> <p>SS-Geography 1.1,2.1 Reading 2.0-2.2,3.1 Communication 1.0-1.3, 3.0-3.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5				LS1B LS3B	6-8				LS2A LS3E
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11 Can It Be Real? (p.54)	A beetle that drinks fog. A flower that smells like rotting meat. A fish that "shoots down" its prey. Are these plants and animals for real? In this activity, your students will discover extraordinary plants and animals, and will gain insight on how they are uniquely adapted to environmental conditions.	4-8	Students will predict whether unusual plant and animal characteristics are real. Students will research a plant or animal to understand how organisms are adapted to their particular environments.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS1B LS1C LS3B</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS3E</td> </tr> </tbody> </table> SS-Geography 2.1 Reading 2.0-2.2, 3.1 Writing 1.0-1.3 Communication 1.0-1.3, 2.5, 3.1 Arts 1.1, 1.5	Grade Level	Systems	Inquiry	Appl	Life Science	4-5				LS1B LS1C LS3B	6-8				LS3E
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12 Invasive Species (p.59)	Through out history, people have intentionally moved plant and animal species to new environments. Some of these species have proven beneficial, but others invade natural habitats causing environmental and sometimes economic harm. Students will research invasive species to determine how these species got to their new locations and what characteristics make them so challenging	5-8	Students will learn what invasive species are and why they are problematic, and how to prevent their spread.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td></td> <td></td> <td style="text-align: center;">APPD *</td> <td style="text-align: center;">LS2E</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td></td> <td style="text-align: center;">APPE*</td> <td style="text-align: center;">LS3E LS3F</td> </tr> </tbody> </table> * supports or reinforces standard concepts, but needs adaptation to meet standard. SS-Geography 3.1,3.2 Math	Grade Level	Systems	Inquiry	Appl	Life Science	4-5			APPD *	LS2E	6-8			APPE*	LS3E LS3F
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13 We All Need Trees (p.65)	It is easy to see that items made of wood come from trees. However, many tree products are not obvious. In this activity your students will discover the diversity and multitude of products that are in some way derived from trees.	4-6	Students will examine various products and determine which ones are made from trees Students will describe ways that these products can be conserved.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td></td> <td></td> <td style="text-align: center;">APPB</td> <td style="text-align: center;">LS2E LS2F</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS2E</td> </tr> </tbody> </table> SS-Geography 3.1, 3.2 Reading 2.0-2.2, 3.1 Communication 1.0-1.3, 3.0-3.3	Grade Level	Systems	Inquiry	Appl	Life Science	4-5			APPB	LS2E LS2F	6-8				LS2E
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14 Renewable Or Not (p.69)	Students often do not know which resources are renewable and which are nonrenewable, or which are recyclable or reusable. In this activity, students will learn what these terms mean and discover why sustainable use of natural resources is so important.	4-8	Students will identify and define renewable and nonrenewable resources and explain the differences between them. Students will participate in simulations that demonstrate society's use of renewable and non renewable resources to understand the factors that make a renewable resource sustainable.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>4-5</td> <td>SYSC*</td> <td>INQF</td> <td>APPE*</td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td>SYSF*</td> <td>INQE INQF</td> <td></td> <td>LS2E</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.1, 2.2, 3.1, 3.2 Reading 2.0-2.2, 3.1 Communication 1.0-1.3, 3.0-3.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5	SYSC*	INQF	APPE*	LS2F	6-8	SYSF*	INQE INQF		LS2E					
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15 A Few of My Favorite Things (p.75)	Here's a way to give your students a better appreciation for how many natural resources they depend on in their day-to-day lives. By tracking the resources that go into making one item, they will learn how the manufacturing of just one product can have an impact on the environment.	2-8	Students will explain how the different materials that go into making a product all come from natural resources. Students will identify natural resources as being renewable or nonrenewable. Older students will also describe some of the impacts from obtaining and processing natural resources and the energy required for making products.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td>LS2D</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPA</td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td>SYSC*</td> <td></td> <td>APPA</td> <td></td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 3.1, 3.2 Communication 1.0-1.3 Arts 1.1, 1.5</p>	Grade Level	Systems	Inquiry	Appl	Life Science	2-3				LS2D	4-5			APPA	LS2F	6-8	SYSC*		APPA	
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Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards																									
<p>16</p> <p>Pass The Plants, Please (p.77)</p>	<p>Chocolate candy. Apple pie. French fries with catsup. Tortilla chips with guacamole dip. Thanks to plants, these and many other favorite foods are ours to enjoy. Try the following activities to get your students thinking about just how big a part plants play in our daily diets.</p>	<p>Part A: K-8 Part B: 3-8</p>	<p>Students will identify edible plant parts and give examples of each</p> <p>Students will describe how plants are used to make various kinds of foods.</p> <p>Students will discuss the importance of plants in people’s diets.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td>SYSE*</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS1E</td> </tr> <tr> <td>6-8</td> <td>SYSC*</td> <td></td> <td></td> <td>LS1F</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.1, 3.1-3.3 Reading 2.1, 2.2, 3.1 Communication 1.0-1.3, 3.0-3.3 Math 1.5,2.4,3.5,</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3	SYSE*				4-5				LS1E	6-8	SYSC*			LS1F
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<p>17</p> <p>People of The Forest (p.82)</p>	<p>To the Mbuti Pygmies of Africa, the Yanomami and the Kuna of Latin America, and other peoples around the world, the forest is home. More than just a place to live, the forest provides for all of their needs. By comparing and contrasting different forest peoples, both past and present, your students can learn about some of the ways people have depended on forests throughout history.</p>	<p>5-8</p>	<p>Students will describe the lifestyles of several forest-dwelling peoples of the present or past in ways that they depend on the forest.</p> <p>Students will describe some of the effects forest people have on their environment.</p> <p>Students will consider how the lives of forest people have changed over time.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS2D LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2D LS2E</td> </tr> </tbody> </table> <p>SS-Geography 2.1, 3.1-3.3</p> <p>Reading 2.0-2.2, 3.1 Writing 1.0-1.3 Communication 1.0-1.3, 3.0-3.3 Arts 1.5</p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5				LS2D LS2F	6-8				LS2D LS2E										
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18 Tale of The Sun (p.86)	Every culture in the world has stories that are part of its history and tradition. These stories reveal the beliefs of the people who tell them. For example, many stories teach lessons in proper attitude and behavior. In this activity, your students can analyze a story told by the Muskogee (Creek) Indians of present-day Oklahoma. Later, students can read and discuss stories told in other cultures from around the world.	K-6	Students will develop an understanding of how groups of people, or cultures, used stories to explain the natural occurrences around them.	SS-Geography 3.0-3.3 Writing 1.0-1.3 Communication 1.0-1.3 Arts 1.5										
19 Viewpoints on The Line (p.89)	Many people never take the time to explore the underlying assumptions they have concerning the environment. They often form an opinion without understanding all the sides of an issue. This activity is designed to get students thinking about their feelings and expressing their views. You may also wish to use this activity on a regular basis to give students a chance to evaluate their opinions as they learn more about environmental issues.	6-8	Students will share their views and opinions with others and gain awareness on the range of opinions related to environmental issues. Students will identify the need for balanced information when forming opinions.	Science <table border="1" data-bbox="1381 732 1913 816"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2E*</td> </tr> </tbody> </table> *supports or reinforces standard concepts, but needs adaptation to meet standard. SS-History 3.3 SS-Geography 3.1, 3.2 Civics 4.1, 4.3 Reading 2.3 Communication 3.3, 4.3	Grade Level	Systems	Inquiry	Appl	Life Science	6-8				LS2E*
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20 Environmental Exchange Box (p.92)	Preparing an environmental exchange box will give your students a chance to learn more about their own region and the things that are special about it. Then, when they receive an exchange box from another region, they can compare environments, people, and much more.	K-8	Students will discover the characteristics of their own environment and compare the characteristics to another region.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td>LS3A</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS2A LS3C *</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2A</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 1.1, 2.1, 2.2, 3.1, 3.3 Reading 2.2, 3.1 Writing 1.0-1.3, 2.2 Communication 2.5, 3.0-3.3 Arts 1.1, 1.5, 3.1, 3.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3				LS3A	4-5				LS2A LS3C *	6-8				LS2A
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21 Adopt a Tree (p.97)	This activity will encourage students' awareness of individual trees over time, as well as incorporate various other subjects. By adopting individual trees, students will gain greater awareness and appreciation of their local environments. See PEI's <i>Field Investigation Guide</i> , page 45: http://www.pacificeducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf	Activity: 3-8 Variation 1: PreK-1 Variation 2: K-4	Students will describe a chosen tree using personal observation and investigation and organize information about the tree Students will identify relationships between their tree and other organisms.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td>INQA INQD INQF</td> <td></td> <td>LS2A LS2B LS3C*</td> </tr> <tr> <td>2-3</td> <td>SYSA*</td> <td>INQA INQB*</td> <td></td> <td>LS2B LS3A</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQA INQB INQD INQH</td> <td></td> <td>LS2A LS2D</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQA INQB INQC</td> <td></td> <td>LS1E* LS2A* LS2D*</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Writing 2.2, Arts 1.1, 3.1, 4.1 Communication 1.1-1.3, 3.1-3.3 Math 2.3.C</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1		INQA INQD INQF		LS2A LS2B LS3C*	2-3	SYSA*	INQA INQB*		LS2B LS3A	4-5		INQA INQB INQD INQH		LS2A LS2D	6-8		INQA INQB INQC		LS1E* LS2A* LS2D*
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Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards																									
22 Trees as Habitats (p.102)	From their leafy branches to their tangled roots, trees provide a habitat for a host of plants and animals. In this activity, your students will discover how plants and animals depend on trees in many ways. See PEI's <i>Field Investigation Guide</i> , pages 45-50: http://www.pacifieducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf	Part A:PreK-2 Part B: 3-8 Variation: 3-8	Students will describe ways animals and plants depend on trees for survival and, in turn, influence the trees Students will identify interrelationships between the organisms using a tree	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 10%;">Systems</th> <th style="width: 10%;">Inquiry</th> <th style="width: 10%;">Appl</th> <th style="width: 10%;">Life</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td>INQA</td> <td></td> <td>LS2A LS2B LS3C</td> </tr> <tr> <td>2-3</td> <td>SYSA*</td> <td>INQA INQB INQC INQD INQG</td> <td></td> <td>LS2A LS3A</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQA INQB INQD INQH</td> <td></td> <td>LS1A LS2A</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQA INQB INQC INQG</td> <td></td> <td>LS1E LS2A</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.1, 2.2, 3.1 Writing 2.2 Communication 1.1-1.3, 3.1-3.3 Math 1.5.A, Graphing Arts1.1, 1.3, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1		INQA		LS2A LS2B LS3C	2-3	SYSA*	INQA INQB INQC INQD INQG		LS2A LS3A	4-5		INQA INQB INQD INQH		LS1A LS2A	6-8		INQA INQB INQC INQG		LS1E LS2A
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Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards																									
23 The Fallen Log (p.105)	It's amazing how many things live in and on rotting logs. In this activity, your students will become familiar with some of those organisms. They'll gain an understanding of how decomposition takes place. And they'll gain a better appreciation for microhabitats and communities.	4-8 Note: This lesson is done at lower grades so standards have been included for K-3	Students will identify some of the organisms that live in, on, and under fallen logs and explain how those organisms depend on the dead wood for survival. Students will describe the process of decomposition	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K-1</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA INQC INQD</td> <td></td> <td style="text-align: center;">LS1C LS1E* LS2A* LS2B* LS3C*</td> </tr> <tr> <td style="text-align: center;">2-3</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA INQB INQC* INQD* INQF</td> <td></td> <td style="text-align: center;">LS1A* LS2A LS2B* LS3C*</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td></td> <td style="text-align: center;">INQA INQB INQD INQH</td> <td></td> <td style="text-align: center;">LS1A* LS2A LS2B* LS2C* LS2E</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td style="text-align: center;">INQA INQB INQC INQF</td> <td></td> <td style="text-align: center;">LS1E LS2A LS2B* LS2D*</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.1, 2.2, 3.1 Writing 2.2 Communication 1.1-1.3, 3.1-3.3 Math Arts1.1, 1.3, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1	SYSA*	INQA INQC INQD		LS1C LS1E* LS2A* LS2B* LS3C*	2-3	SYSA*	INQA INQB INQC* INQD* INQF		LS1A* LS2A LS2B* LS3C*	4-5		INQA INQB INQD INQH		LS1A* LS2A LS2B* LS2C* LS2E	6-8		INQA INQB INQC INQF		LS1E LS2A LS2B* LS2D*
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24 Nature's Recyclers (p.108)	It's amazing how many organisms live off dead organic material and recycle those materials back into life. In this activity, your students will investigate the habits of one of these creatures. They will gain an understanding of how decomposition works and an appreciation for some of nature's less-heralded creatures.	1-6	Students will understand and describe the process of decomposition. Students will explain the function of scavengers and decomposers. Students will plan and conduct an experiment to find out what sow bugs eat and what their role is in the ecosystem.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K-1</td> <td></td> <td>INQA INQC INQD</td> <td></td> <td>LS2B</td> </tr> <tr> <td style="text-align: center;">2-3</td> <td></td> <td>INQA INQB INQF INQG</td> <td></td> <td>LS2A LS2B LS3C</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td></td> <td>INQA INQB INQC INQD INQG INQH</td> <td></td> <td>LS1C* LS1D* LS2A LS2B LS2C*</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td>SYSE* SYSF*</td> <td>INQA INQB INQC INQD INQF INQG INQI</td> <td>APPF</td> <td>LS2A LS2B*</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.1, 2.2, 3.1 Writing 2.2 Communication 1.1-1.3, 3.1-3.3 Math Organizing data Arts 1.1, 1.3, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1		INQA INQC INQD		LS2B	2-3		INQA INQB INQF INQG		LS2A LS2B LS3C	4-5		INQA INQB INQC INQD INQG INQH		LS1C* LS1D* LS2A LS2B LS2C*	6-8	SYSE* SYSF*	INQA INQB INQC INQD INQF INQG INQI	APPF	LS2A LS2B*
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25 Birds and Worms (p.111)	Camouflage is an important survival strategy in the animal kingdom. In this activity, students will discover the value of protective coloration as they pretend to be birds in search of colored worms or bugs.	K-6	Students will demonstrate their knowledge of how camouflage is used for protection and survival	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td>INQC</td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA INQE INQF</td> <td></td> <td>LS3A LS3C</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQB INQD INQF INQG</td> <td></td> <td>LS3B</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB INQC INQE INQF*</td> <td></td> <td>LS3E</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Communication 1.1-1.3, 3.1-3.3 Math 1.5.A, 1.5.B, 2.4.B, 5.5B, Arts 1.1, 1.2, 3.1, 4.1, Health and Fitness 1.2</p>	Grade Level	Systems	Inquiry	Appl	Life Science	K-1		INQC			2-3		INQA INQE INQF		LS3A LS3C	4-5		INQB INQD INQF INQG		LS3B	6-8		INQB INQC INQE INQF*		LS3E
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26 Dynamic Duos (p.113)	Organisms in an ecosystem depend on each other for food. But they may also depend on each other for protection, transportation, or shelter. A close, long-term relationship between two organisms is called symbiosis (sihm-bee-OH-sihs). In this activity, students will learn about several kinds of symbiosis.	5-8	Students will understand the different types of symbiotic relationships that exist between different organisms Students will describe how partners in these relationships affect one another	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS1B* LS1C LS2A LS3B*</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS3E</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Communication 1.1-1.3, 3.1-3.3 Arts 1.1, 1.2, 3.1, 4.1, Health & Fitness 1.2</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1					2-3					4-5				LS1B* LS1C LS2A LS3B*	6-8				LS3E
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27 Every Tree For Itself (p.117)	Try this activity to give your students an idea of the conditions that trees need to live and grow, and to help your students understand that trees must often compete for their needs.	K-8	Students will simulate how trees compete for their essential needs. Students will describe how varying amounts of light, water, and mineral nutrients affect a tree's growth.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="font-size: small;">Grade Level</th> <th style="font-size: small;">Systems</th> <th style="font-size: small;">Inquiry</th> <th style="font-size: small;">Appl</th> <th style="font-size: small;">Life</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">K-1</td> <td></td> <td style="font-size: small;">INQB INQC</td> <td></td> <td style="font-size: small;">LS1F LS2B LS3C</td> </tr> <tr> <td style="font-size: small;">2-3</td> <td style="font-size: small;">SYSA*</td> <td style="font-size: small;">INQE INQF</td> <td></td> <td style="font-size: small;">LS2A</td> </tr> <tr> <td style="font-size: small;">4-5</td> <td></td> <td style="font-size: small;">INQF INQG INQH</td> <td></td> <td style="font-size: small;">LS1D LS2D LS3A</td> </tr> <tr> <td style="font-size: small;">6-8</td> <td></td> <td style="font-size: small;">INQE INQF</td> <td></td> <td style="font-size: small;">LS2A LS2D</td> </tr> </tbody> </table> <p style="font-size: small;">*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.2, 3.1 Writing 2.2, Communication 3.1, 3.3 Math K.1.F, K.5.E, 1.5.B, 1.6.E, 2.5.E, 3.6.I, 4.5.I, 5.6.I (graphing)</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1		INQB INQC		LS1F LS2B LS3C	2-3	SYSA*	INQE INQF		LS2A	4-5		INQF INQG INQH		LS1D LS2D LS3A	6-8		INQE INQF		LS2A LS2D
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28 Air Plants (p.120)	Plants play a part in every breath we take. Use this activity to help your students understand how photosynthesis works and how humans depend on this process.	3-6	Students will demonstrate and describe the general process of photosynthesis	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="font-size: small;">Grade Level</th> <th style="font-size: small;">Systems</th> <th style="font-size: small;">Inquiry</th> <th style="font-size: small;">Appl</th> <th style="font-size: small;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">K-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: small;">2-3</td> <td style="font-size: small;">SYSA*</td> <td style="font-size: small;">INQD INQG *</td> <td></td> <td></td> </tr> <tr> <td style="font-size: small;">4-5</td> <td style="font-size: small;">SYSC</td> <td style="font-size: small;">INQF</td> <td></td> <td style="font-size: small;">LS2B * LS2E*</td> </tr> <tr> <td style="font-size: small;">6-8</td> <td></td> <td style="font-size: small;">INQE</td> <td></td> <td style="font-size: small;">LS2C*</td> </tr> </tbody> </table> <p style="font-size: small;">*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.1, 2.2, 3.1 Writing 2.2, Arts 1.1, 1.3, 3.1 Communication 1.1-1.3, 3.1-3.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	K-1					2-3	SYSA*	INQD INQG *			4-5	SYSC	INQF		LS2B * LS2E*	6-8		INQE		LS2C*
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29 Rain Reasons (p.123)	Rainfall, sunlight, and temperature are important factors influencing where plants can grow and, in turn, where animals can live. In this activity, students will design experiments to see how these climatic factors influence the growth and lives of plants. They will use the learned principles to explore how varying climate conditions have resulted in an astounding variety of forest types in Puerto Rico.	6-8	Students will investigate how variations in water, light, and temperature affect plant growth. Student will describe how precipitation and geography can affect the plant and animal species that are found in a particular region.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Sciences</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6-8</td> <td>SYSE* SYSF*</td> <td>INQA INQB INQC INQD INQF INQG</td> <td></td> <td>LS2A LS2D</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.1, 2.2, 3.1</p> <p>Writing 2.2</p> <p>Communication 1.1-1.3, 3.1-3.3</p> <p>Math 6.6.E, 6.6.G, 8.5.H</p> <p>Arts 1.1, 1.3, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Sciences	K-1					2-3					4-5					6-8	SYSE* SYSF*	INQA INQB INQC INQD INQF INQG		LS2A LS2D
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30 Tree Cheers for Trees (p.130)	It's easy to take for granted both trees and the many benefits they provide. Here's a way to start your students thinking about how much trees add to people's lives.	1-4	Students will describe the benefits of trees in their communities	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life science</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td></td> <td></td> <td>LS2A LS2C</td> </tr> <tr> <td>2-3</td> <td>SYSB*</td> <td></td> <td></td> <td>LS2D*</td> </tr> <tr> <td>4-5</td> <td>SYSD*</td> <td></td> <td></td> <td>LS2F*</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 2.2, 3.1, 3.3</p> <p>Communication 1.1-1.3, 3.1-3.3</p> <p>Arts 1.1, 1.3, 3.1, 4.1</p>	Grade Level	Systems	Inquiry	Appl	Life science	K-1				LS2A LS2C	2-3	SYSB*			LS2D*	4-5	SYSD*			LS2F*					
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31 Plant a Tree (p.132)	Never underestimate the power of a tree! Besides giving us an amazing array of paper and wood products, trees provide a host of other benefits - from shading our backyards to assisting in the maintenance of the global climate. Students can express their appreciation of trees by planning and carrying out their own tree-planting program.	1-8	Students will identify ways that urban trees enrich our lives. Student will determine how people care for urban trees and identify areas in the community that would benefit from having more trees. Students will organize and execute a class tree-planting project in a local area.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td></td> <td>APPC APPD</td> <td>LS2B LS2C</td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td>APPA APPE *</td> <td>LS2D LS3C</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPC APPD</td> <td>LS3B* LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPD APPE</td> <td>LS3E</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 3.1, 3.2, Reading 3.1, 3.2 Writing 2.1-2.3 Communication 2.1-2.4, 3.1-3.3</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1			APPC APPD	LS2B LS2C	2-3			APPA APPE *	LS2D LS3C	4-5			APPC APPD	LS3B* LS2F	6-8			APPD APPE	LS3E
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32 A Forest of Many Uses (p.135)	Privately and publicly owned forests are often managed to some degree to provide several different resources. In this activity, students will learn how forests are managed to meet a variety of human and environmental needs.	Part A: 1-4 Part B: 5-8	Students will identify ways that people use forest resources. Students will explore how forests are managed to satisfy a variety of human and environmental needs.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td></td> <td>APPC</td> <td>LS2B LS2C</td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td>APPB APPE</td> <td>LS2A LS2D</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPA APPD APPD APPF APPH</td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPE</td> <td>LS2A* LS2E</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 3.1, 3.2, Economics 1.2-1.4 Communication 1.1-1.3, 3.1-3.3 Arts 1.3, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1			APPC	LS2B LS2C	2-3			APPB APPE	LS2A LS2D	4-5			APPA APPD APPD APPF APPH	LS2F	6-8			APPE	LS2A* LS2E
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33 Forest Consequences (p.138)	Few issues, if any, have simple solutions -- and resolving them usually involves compromise. In this activity, your students will learn about some of the effects that human activities can have on a forest. They will explore some of the trade-offs involved in working out a land-use issue.	6-8	Students will evaluate the options for managing or using a piece of forested land. Students will make a land use decision and explore the consequences of that decision.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPD APPE APPF</td> <td>LS2A LS2E</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 3.3, SS-Geography 3.1-3.3 Civics 1.3, 4.1, 4.3, SS-Economics 1.3, 1.4 Reading 2.1, 2.2, 3.1 Writing 2.1, 2.2 Communication 1.1-1.3, 2.1-2.5, 3.1-3.3 Arts 3.1, 4.2</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1					2-3					4-5					6-8			APPD APPE APPF	LS2A LS2E
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34 Who Works in this Forest? (p.144)	All kinds of people work in the forest -- from foresters to loggers, from scientists to naturalists. Everyone depends on properly managed forests for recreation, essential products, and a healthy environment. This activity provides students with an overview of forest-related careers.	3-6	Students will explore a variety of jobs that are directly related to forest resources. Students will describe how various professionals work together to care for forests.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Applicati on</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td>LS2A* LS2D</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPH</td> <td>LS2A* LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPB APPH</td> <td>LS2A*</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 3.1, 3.2 SS-Economics 1.2-1.4 Communication 1.1-1.3, 3.1-3.3 Arts 1.3, 3.1</p>	Grade Level	Systems	Inquiry	Applicati on	Life Science	K-1					2-3				LS2A* LS2D	4-5			APPH	LS2A* LS2F	6-8			APPB APPH	LS2A*
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35 Loving It Too Much (p.147)	National parks are the treasures of any nation. Yet national parks today struggle with serious dilemmas. By looking at problems in America's national parks, students can begin grappling with some tough environmental issues that affect parks locally and globally.	6-8	Students will explain how park visitors and activities both inside and outside park boundaries affect ecosystems within national and local parks. Students will offer possible solutions to problems facing national and local parks.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6-8</td> <td>SYSA* SYSB* SYSF*</td> <td></td> <td>APPD APPE</td> <td>LS2D LS2E</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 3.3, SS-Geography 3.1, 3.2 Civics 4.1-4.3, SS-Economics 1.1-1.4 Reading 2.1, 2.2, 3.1, Writing 1.2, 2.2 Communication 1.1-1.3, 3.1-3.3 Math 6.6.A, 6.6.E, 6.6.G, 6.6.H, 7.4.D, 7.6.A, 7.6.E, 7.6.G, 7.6.H, 8.5.A, 8.5.E, 8.5.G, 8.5.H</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1					2-3					4-5					6-8	SYSA* SYSB* SYSF*		APPD APPE	LS2D LS2E
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36 Pollution Search (p.153)	Here's a way for your students to take a closer look at pollution: what it is, what its sources are, and what are some things people can do to reduce it.	Part A: 2-6 Part B: preK-2	Students will identify forms of pollution and describe the effects that various pollutants can have on people, wildlife, and plants.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td></td> <td></td> <td>APPC</td> <td>LS2C</td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA* INQB* INQF* INQG*</td> <td>APPA</td> <td>LS2D</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQB* INQD* INQG* INQH*</td> <td>APPE APPF</td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB* INQC* INQF* INQG*</td> <td>APPD</td> <td>LS2D LS2E</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 3.1, 3.2, Civics 4.1 Writing 2.2, Communication.1-1.3, 3.3 Math 2.4.B, 2.5.B, 3.5.B, Arts 1.1</p>	Grade Level	Systems	Inquiry	Appl	Life	K-1			APPC	LS2C	2-3		INQA* INQB* INQF* INQG*	APPA	LS2D	4-5		INQB* INQD* INQG* INQH*	APPE APPF	LS2F	6-8		INQB* INQC* INQF* INQG*	APPD	LS2D LS2E
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37 Reduce, Reuse, Recycle (p.159)	By taking a look at their own trash, your students can learn a lot about how and why they throw things away. Students will also conduct a service learning project, and in doing so find ways to cut down on the waster they produce and improve how waste is managed in their community.	5-8	Students will analyze the solid waste that they generate over a period of time Students will describe what happens to various types of waste when it's discarded. Students will develop and implement a plan for reducing the amount of solid waste in their community.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">App</th> <th style="width: 45%;">Life</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td></td> <td style="text-align: center;">INQB INQD INQG</td> <td style="text-align: center;">APPC* APPD* APPF*</td> <td style="text-align: center;">LS2F</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td style="text-align: center;">INQB INQC</td> <td style="text-align: center;">APPD*</td> <td style="text-align: center;">LS2E</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 3.3 SS-Geography 1.1, 3.1,3.2 Civics 4.1 SS-Economics 1.2, 1.3 Math 5.6F; 6.3.C; 7.4D</p>	Grade Level	Systems	Inquiry	App	Life	4-5		INQB INQD INQG	APPC* APPD* APPF*	LS2F	6-8		INQB INQC	APPD*	LS2E
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38 Every Drop Counts (p. 163)	It's easy to waste water and even easier to take water for granted. Water pours out of our faucets as though it were endlessly available. But the truth is that fresh water supplies are dwindling. Fortunately, it's just as easy to conserve water as it is to waste it. Try this activity to help your class (and maybe the whole school) cut back on water waste.	4-8	Students will monitor how much water they use in a day Students will describe how water is wasted and why it is important to conserve it. Students will design, implement, and evaluate a water conservation plan.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">App</th> <th style="width: 45%;">Life</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td></td> <td style="text-align: center;">INQB INQD INQG INQH</td> <td style="text-align: center;">APPC APPE APPF</td> <td style="text-align: center;">LS2F</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td style="text-align: center;">INQB INQC</td> <td style="text-align: center;">APPD APPF</td> <td style="text-align: center;">LS2E</td> </tr> </tbody> </table> <p>SS-History 3.3 SS-Geography 3.1,3.2 Civics 4.1 Writing 2.2, 2.3 Communication 1.1-1.3, 3.1-3.3 Math 5.6F; 6.3.C; 7.4D Arts 1.1, 2.2</p>	Grade Level	Systems	Inquiry	App	Life	4-5		INQB INQD INQG INQH	APPC APPE APPF	LS2F	6-8		INQB INQC	APPD APPF	LS2E
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Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards																				
39 Energy Sleuths (p.167)	There are different sources of energy. Some are renewable; some are nonrenewable. In this activity, your students will learn about the different sources, advantages and disadvantages to their use, and how energy is used in their daily lives.	Part A: K-3 Part B and C 4-8	Students will identify different energy sources Students will discuss the pros and cons of various energy sources from economic, social, and environmental perspectives. Students will describe some of the ways people use energy in their daily lives	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life, physical</th> </tr> </thead> <tbody> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td>PS3A</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>PS3A</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> SS-History 3.3 SS-Geography 3.1,3.2 Civics 4.1 SS-Economics 1.3, 1.4 Reading 2.1, 2.2, 3.1 Writing 2.2, 3.1-3.5 Communication 2.2-2.5, 3.1-3.3	Grade Level	Systems	Inquiry	Appl	Life, physical	2-3				PS3A	4-5				PS3A	6-8				
Grade Level	Systems	Inquiry	Appl	Life, physical																				
2-3				PS3A																				
4-5				PS3A																				
6-8																								
40 Then and Now (p.174)	If your community is like most others, it's now quite a bit different than it was 100, 50, 25, or even five years ago. This activity will help your students to understand how we, as people, affect and alter the environment in which we live.	4-8	Students will describe the environmental changes that have occurred in their community. Students will discuss whether those changes have been positive or negative for the community. Students will discuss ways to address negative changes.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">App</th> <th style="width: 45%;">Life</th> </tr> </thead> <tbody> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2E</td> </tr> </tbody> </table> SS-History 1.2, 2.1-2.3, 3.3 SS-Geography 3.1-3.3 Writing 2.2, 2.3 Communication 1.1-1.3, 3.1-3.3	Grade Level	Systems	Inquiry	App	Life	4-5				LS2F	6-8				LS2E					
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41 How Plants Grow (p179)	<p>A plant is a biological system with these basic requirements for functioning and growing: sunlight, water, air, soil, and space. This activity allows students to explore what happens when a plant's basic needs are not met.</p> <p>See PEI's Field Investigation Guide for supplemental information: http://www.pacifieducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf</p>	Activity: 4-8 Variation:K-2	<p>Students will set up an experiment to determine what factors are necessary for plant growth.</p> <p>Students will measure and compare plant growth under different environmental conditions.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQA, INQE</td> <td></td> <td>LS2B</td> </tr> <tr> <td>2-3</td> <td>SYSA*</td> <td>INQA* INQB* INQC* INQD* INQF*</td> <td></td> <td>LS1A</td> </tr> <tr> <td>4-5</td> <td>SYSC*</td> <td>INQA, INQB* INQE*</td> <td></td> <td>LS1B LS1C LS1D</td> </tr> <tr> <td>6-8</td> <td>SYSC*</td> <td>INQA* INQB* INQC* INQD* INQF*</td> <td></td> <td></td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Communication 1.1-1.3, 3.1-3.3 Math 1.5,2.3C, Arts 1.1, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQA, INQE		LS2B	2-3	SYSA*	INQA* INQB* INQC* INQD* INQF*		LS1A	4-5	SYSC*	INQA, INQB* INQE*		LS1B LS1C LS1D	6-8	SYSC*	INQA* INQB* INQC* INQD* INQF*		
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42 Sunlight and Shades of Green (p.182)	<p>This activity introduces students to photosynthesis, the process that enables trees and other green plants to use sunlight to manufacture their own food.</p> <p>See PEI's Field Investigation Guide for supplemental information: http://www.pacifieducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf</p>	3-8	<p>Students will test the effects of sunlight on plant leaves.</p> <p>Students will describe the process of photosynthesis and how it enables us to survive.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>2-3</td> <td>SYSB*</td> <td>INQA INQB</td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td>SYSC*</td> <td>INQA INQB</td> <td></td> <td>LS2B</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQA INQB</td> <td></td> <td>LS2C</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Communication 1.1-1.3, 3. Arts 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	2-3	SYSB*	INQA INQB			4-5	SYSC*	INQA INQB		LS2B	6-8		INQA INQB		LS2C					
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<p>43</p> <p>Have Seeds, Will Travel (p.185)</p>	<p>A plant is a biological system. Its processes and components enable it to grow and reproduce. This activity will introduce your students to one aspect of a plant's reproductive system: its seeds.</p> <p>See PEI's Field Investigation Guide for supplemental information for designing investigations: http://www.pacificeducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf</p>	<p>K-8</p>	<p>Students will sort or classify plant seeds they have collected.</p> <p>Students will identify varying methods of seed dispersal.</p> <p>Students will model or design seeds that use various methods of dispersal.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Systems</th> <th style="text-align: center;">Inquiry</th> <th style="text-align: center;">Appl</th> <th style="text-align: center;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">k-1</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA INQB, INQE</td> <td></td> <td style="text-align: center;">LS1B</td> </tr> <tr> <td style="text-align: center;">2-3</td> <td style="text-align: center;">SYSC*</td> <td style="text-align: center;">INQA INQB INQC</td> <td></td> <td style="text-align: center;">LS1A LS3C</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td style="text-align: center;">SYSD*</td> <td style="text-align: center;">INQA INQB</td> <td></td> <td style="text-align: center;">LS3B</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td style="text-align: center;">INQC</td> <td></td> <td style="text-align: center;">LS1E LS3E</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Reading 3.1 Communication 1.1-1.3, 3.3 Arts 2.2</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1	SYSA*	INQA INQB, INQE		LS1B	2-3	SYSC*	INQA INQB INQC		LS1A LS3C	4-5	SYSD*	INQA INQB		LS3B	6-8		INQC		LS1E LS3E
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<p>44</p> <p>Water Wonders (p.188)</p>	<p>The water cycle is the system by which Earth's fixed amount of water is collected, purified, and distributed from the environment to living things and back to the environment. Plants play a large part in the cycle by absorbing water with their roots and transpiring it as vapor through their leaves. This activity will introduce students to the various steps of the water cycle and the various paths water can take. They will also make connections between the water cycle and all living things.</p>	<p>4-8</p>	<p>Students will describe the various components of the water cycle and the path the water molecule might take on its way through this cycle.</p> <p>Students will explain how the water cycle is important to living things.</p> <p>Students will describe how plants affect the movement of water through the watershed.</p>	<p>Science- for WA this activity may be better suited for 2-3 where the water cycle is studied</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Systems</th> <th style="text-align: center;">Inquiry</th> <th style="text-align: center;">Appl</th> <th style="text-align: center;">Earth Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td style="text-align: center;">SYSB* SYSC*</td> <td style="text-align: center;">INQB INQC* INQF</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6-8</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA* INQB* INQC** INQE</td> <td></td> <td style="text-align: center;">ES3D ES2B</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Writing 1.2 Communication 1.1-1.3, 3.1-3.3 Health and Fitness 1.2</p>	Grade Level	Systems	Inquiry	Appl	Earth Science	4-5	SYSB* SYSC*	INQB INQC* INQF			6-8	SYSA*	INQA* INQB* INQC** INQE		ES3D ES2B										
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45 Web of Life (p.194)	<p>In this activity, students will take a close look at one particular ecosystem (a forest) and will discover the ways that plants and animals are connected to each other. By substituting the appropriate information, you can also use the activity to study other ecosystems, such as oceans, deserts, marshes, or prairies.</p>	4-8	<p>Students will understand that ecosystems are made up of interdependent organisms and other components.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA</td> <td></td> <td style="text-align: center;">LS2A, LS2D LS2C LS2F</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td style="text-align: center;">SYSA* SYSB* SYSC* SYSD*</td> <td style="text-align: center;">INQA</td> <td></td> <td style="text-align: center;">LS2A LS2D</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Reading 3.1 Communication 1.1-1.3, 3.1-3.3 Arts 1.3, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5	SYSA*	INQA		LS2A, LS2D LS2C LS2F	6-8	SYSA* SYSB* SYSC* SYSD*	INQA		LS2A LS2D					
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46 School Yard Safari (p.197)	<p>Every organism requires a place to live that satisfies its basic needs for food, water, shelter, and space. Such a place is called a habitat. In this activity, students will go on a safari to explore a nearby habitat, the school yard, while looking for signs of animals living there.</p>	PreK-5	<p>Students will identify signs of animals living in the schoolyard.</p> <p>Students will describe ways the school environment provides suitable habitat for animals living there.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">k-1</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA, INQC</td> <td></td> <td style="text-align: center;">LS1B, LS2A</td> </tr> <tr> <td style="text-align: center;">2-3</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA, INQB</td> <td></td> <td style="text-align: center;">LS1B LS2A LS2D</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA, INQB</td> <td></td> <td style="text-align: center;">LS2A</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Reading 3.1 Writing 1.1-1.3 Communication 1.1-1.3, 3.1-3.3 Math 4.1, 4.2 Arts 2.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1	SYSA*	INQA, INQC		LS1B, LS2A	2-3	SYSA*	INQA, INQB		LS1B LS2A LS2D	4-5	SYSA*	INQA, INQB		LS2A
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47 Are Vacant Lots Vacant? (p.200)	<p>Look closely and you will see that a vacant lot is not so vacant! Plants of all kinds thrive in vacant lots, along with a host of animals such as insects, birds, and mammals. In this activity, a nearby vacant lot, overgrown strip, or a landscaped area will provide a rich laboratory for students to examine elements of an ecosystem.</p>	<p>Activity: 4-8 Variation: K-3</p>	<p>Students will describe plants and animals that live at and around the site.</p> <p>Students will give examples of and describe relationships between biotic and abiotic elements of the study site</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQA INQE</td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td>INQB</td> <td></td> <td>LS1A*</td> </tr> <tr> <td>4-5</td> <td>SYSA*</td> <td>INQA INQB INQC*</td> <td></td> <td>LS2A</td> </tr> <tr> <td>6-8</td> <td>SYSA*</td> <td>INQA</td> <td></td> <td></td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Writing 2.2 Communication 1.1, 1.2, 2.2-2.5 Math 1.2 Arts 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQA INQE			2-3		INQB		LS1A*	4-5	SYSA*	INQA INQB INQC*		LS2A	6-8	SYSA*	INQA		
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48 Field, Forest and Stream (p.203)	<p>In this activity students will examine three different environments as they focus on sunlight, soil moisture, temperature, wind, plants, and animals, in each environment. By comparing different environments, students will begin to consider how nonliving elements influence living elements in an ecosystem.</p> <p>See PEI's Field Investigation Guide for supplemental information for designing investigations: http://www.pacificeducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf</p>	<p>Activity: 4-8 Variation: 1-3</p>	<p>Students will describe similarities and differences they observe in the non-living (abiotic) and living (biotic) components in three systems.</p> <p>Students will identify ways that abiotic components of an ecosystem affect the biotic components.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQA INQE</td> <td></td> <td>LS2A</td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA INQB INQC INQD</td> <td></td> <td>LS1A</td> </tr> <tr> <td>4-5</td> <td>SYSA* SYSB*</td> <td>INQA-C</td> <td></td> <td>LS2A, LS2E</td> </tr> <tr> <td>6-8</td> <td>SYSA*</td> <td>INQA-B</td> <td></td> <td>LS2A LS2B</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Writing 1.1-1.3 Communication 1.1-1.3, 3.1-3.3 Math</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQA INQE		LS2A	2-3		INQA INQB INQC INQD		LS1A	4-5	SYSA* SYSB*	INQA-C		LS2A, LS2E	6-8	SYSA*	INQA-B		LS2A LS2B
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49 Tropical Treehouse (p.207)	<p>In this activity, studying tropical rainforests and issues involving the use of rainforests will enable your students to make more informed decisions regarding the future of such regions. While tropical rainforests and the temperate forests of North America operate on many of the same ecological principles, they differ greatly in their climates, and in the types of soil, plants, and animals that make up the forest ecosystems.</p>	Part A: 3-6 Part B: 6-8 Variation: PreK-2	<p>Students will describe plants and animals that inhabit tropical rainforests, including neotropical migratory birds.</p> <p>Students will analyze an issue involving the rights of native inhabitants of a tropical rainforest.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: small;">Grade Level</th> <th style="font-size: small;">Systems</th> <th style="font-size: small;">Inquiry</th> <th style="font-size: small;">Appl</th> <th style="font-size: small;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2-3</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA</td> <td></td> <td style="text-align: center;">LS2A* LS2B* LS2D*</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA</td> <td></td> <td style="text-align: center;">LS2F</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td style="text-align: center;">SYSA*</td> <td style="text-align: center;">INQA</td> <td></td> <td style="text-align: center;">LS2E</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 3.3 SS-Geography 3.1, 3.2 SS-Economics 1.5 Reading 2.1, 2.2, 3.1, Writing 1.1-1.3 Communication 1.1-1.3, 2.5, 3.1-3.3 Arts 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	2-3	SYSA*	INQA		LS2A* LS2B* LS2D*	4-5	SYSA*	INQA		LS2F	6-8	SYSA*	INQA		LS2E
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6-8	SYSA*	INQA		LS2E																				
50 400-Acre Wood (p.169)	<p>In this activity, students will play the roles of managers of a 400-acre (162-hectare) piece of public forest. Through these roles, students will begin to understand the complex considerations that influence management decisions about forest lands.</p>	7-8	<p>Students will experience the analysis and decision making involved in managing forest land.</p> <p>Students will understand that land-use decision has a number of consequences for people, wildlife, and plants</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: small;">Grade Level</th> <th style="font-size: small;">Systems</th> <th style="font-size: small;">Inquiry</th> <th style="font-size: small;">Appl</th> <th style="font-size: small;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6-8</td> <td></td> <td></td> <td style="text-align: center;">APPA APPB* APPC* APPD* APPE</td> <td></td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 3.3 SS-Geography 3.1, 3.3 Civics 4.1, 4.3 SS-Economics 1.3 Reading 3.2 Communication 1.1-1.3, 2.5, 3.1-3.3 Math 6.6A. 7.6A. 8.5 A</p>	Grade Level	Systems	Inquiry	Appl	Life Science	6-8			APPA APPB* APPC* APPD* APPE											
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51 Make Your Own Paper (p.176)	Paper is one of many products that are manufactured from forest resources. In this activity, students investigate the papermaking process by trying it themselves. While papermaking can be rather messy, it is well worth the effort. Students are usually thrilled to find that they can make paper and that their product is practical as well as beautiful.	1-8	Students will describe the steps of paper making and identify the elements and outputs of the process.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="font-size: small;">Grade Level</th> <th style="font-size: small;">Systems</th> <th style="font-size: small;">Inquiry</th> <th style="font-size: small;">Appl</th> <th style="font-size: small;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">k-1</td> <td></td> <td></td> <td style="font-size: x-small;">APPB*</td> <td></td> </tr> <tr> <td style="font-size: x-small;">2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: x-small;">4-5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: x-small;">6-8</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="font-size: small;">* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 3.3 SS-Geography 3.1, 3.2 Reading 3.1 Writing 2.2 Communication 1.1-1.3, 3.1, 3.3 Arts 1.3, 4.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1			APPB*		2-3					4-5					6-8				
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52 A Look at Aluminum (p.228)	This activity will give your students a better appreciation for aluminum, a nonrenewable but recyclable natural resource they use every day. They will learn the steps that go into making aluminum products and will get a better idea of the environmental impact that using this resource has.	5-8	Students will understand the environmental impacts of producing new aluminum and recycling aluminum products. Students will describe the steps involved in both creating and recycling an aluminum can.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="font-size: small;">Grade Level</th> <th style="font-size: small;">Systems</th> <th style="font-size: small;">Inquiry</th> <th style="font-size: small;">Appl</th> <th style="font-size: small;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">4-5</td> <td style="font-size: x-small;">SYSD*</td> <td></td> <td></td> <td style="font-size: x-small;">LS2F</td> </tr> <tr> <td style="font-size: x-small;">6-8</td> <td style="font-size: x-small;">SYSD*</td> <td></td> <td></td> <td style="font-size: x-small;">LS2E</td> </tr> </tbody> </table> <p style="font-size: small;">* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 3.3 SS-Geography 3.1, 3.2 Civics 4.1, 4.3 Reading 3.1, 3.2 Writing 1.1-1.3 Communication 1.1-1.3, 3.1-3.3 Arts 1.1, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5	SYSD*			LS2F	6-8	SYSD*			LS2E										
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53 On The Move (p.232)	<p>In this activity, students will examine transportation systems, which are vital to their community.</p> <p>Great problem for a social studies CBA</p>	<p>4-8</p>	<p>Students will understand the needs and benefits of transportation systems in their community and beyond.</p> <p>Students will design a practical and efficient transportation system for the future.</p>	<p>SS-History 3.3 SS-Geography 1.1, 3.1, 3.2 Reading 3.1, 3.2 Writing 1.1-1.3 Communication 1.1-1.3, 2.5, 3.1-3.3 Arts 1.3, 2.2, 3.1</p>															
54 I'd Like To Visit a Place Where ... (p.236)	<p>In this activity, students will explore the concept that recreation areas are essential elements of a community. By working on a project to improve a local park, they will also learn about the community's system for managing open spaces.</p>	<p>Activity: 4-8 Variation: PreK-3</p>	<p>Students will describe the characteristics of their favorite recreational area.</p> <p>Students will conduct a project in a local park to improve habitat or enhance suitability to people.</p>	<p>Science</p> <table border="1" data-bbox="1381 899 1898 1024"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>4-5</td> <td></td> <td></td> <td>APPD</td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPE</td> <td>LS2E</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 3.3 SS-Geography 3.1, 3.2 Civics 4.3 SS-Economics 1.3, 1.4 Writing 1.1-1.3, 2.2 Communication 1.1-1.3, 3.1-3.3 Arts 1.3, 2.2, 4.3 Health and Fitness 1.2, 3.1, 3.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5			APPD	LS2F	6-8			APPE	LS2E
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<p>55</p> <p>Planning the Ideal Community (p.239)</p>	<p>In this activity, students will explore the elements that compose a human community. They will survey the area around their school, looking for community systems that help them live there. Then they will plan an ideal community that meets all the needs of its members.</p>	<p>K-8</p>	<p>Students will understand the importance of a community's resources and how they provide for the well-being of its residents.</p>	<p>SS-History 3.3 SS-Geography 1.1, 3.1-3.3 Civics 4.1-4.3 SS-Economics 1.4 Reading 2.2, 3.2 Communication 1.1-1.3, 3.1-3.3 Arts 2.2</p>
<p>56</p> <p>We Can Work It Out (p.241)</p>	<p>When certain people decide how to use a particular piece of land, the decision can involve and affect many people in many ways. Therefore, groups must establish processes for planning and resolving conflicts about land use. In this activity, students will develop a plan to address a land-use issue.</p>	<p>5-8</p>	<p>Students will develop an understanding of how communities solve problems and make decisions.</p>	<p>SS-History 3.3 SS-Geography 3.1-3.3 Civics 2.2, 4.1-4.3 Reading 2.2, 3.2 Communication 1.1-1.3, 2.2-2.4, 3.1-3.3 Arts 1.3, 2.2</p>

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57 Democracy In Action (p.245)	Democratic systems depend on the involvement of citizens in policy making and decision making. This activity will help students learn about the roles and responsibilities of citizens' groups in environmental policies and decision making, and about how young people can become involved in the process.	5-8	<p>Students will examine personal opinions or preconceived notions of two citizen groups, special interest groups, or government agencies involved in the same issue.</p> <p>Students will compare their opinions to what they find out about the groups through team conducted research.</p> <p>Students will explain ways students can become involved in the civic action process through participation in such groups.</p>	SS-Geography 3.1-3.3 Civics 4.1-4.3 Reading 2.1, 2.2, 3.1 Writing 1.1-1.3, 2.1, 2.2 Communication 1.1-1.3, 2.2-2.5, 3.1-3.3 Arts 1.3, 2.2
58 There Ought To Be a Law (p.249)	In democratic societies, citizens have the power to influence the lawmaking process. In this activity, students will find out how local laws are made and how they can get involved in the process.	4-8	<p>Students will determine why groups make rules.</p> <p>Students will propose a new law and describe the process needed to put it in place.</p>	SS-Geography 3.1, 3.2 Civics 1.3, 2.2, 4.1-4.3 Reading 2.1, 2.2, 3.1 Writing 1.1-1.3, 2.2 Communication 1.1-1.3, 2.1-2.5, 3.1-3.3 Arts 1.3, 2.2, 3.1

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59 Power Of Print (p.253)	<p>Newspapers keep the community informed about current events and trends, provide a forum for discussion of public issues, and are a source of entertainment. In this activity, students will examine articles from different sections of the newspaper by comparing and contrasting the different types of words and styles they employ.</p>	Activity: 6-8	<p>Students will analyze some of the ways that ideas and opinions are expressed through word choice.</p> <p>Students will understand and demonstrate the differences between objective and subjective writing.</p>	<p>SS-History 2.1-2.3 SS-Geography 3.1, 3.2 Civics 4.1, 4.3 Reading 2.1, 2.2, 3.1, 3.2 Writing 1.1-1.3, 2.1-2.3 Communication 1.1-1.3, 3.1-3.3 Arts 3.1</p>															
60 Publicize It! (p.256)	<p>The news media, including television, newspapers, and radio, provide community members with a system for getting and spreading information about environmental issues. This activity can be done in conjunction with any of the action projects in this activity guide. Students will conduct an environmental action project and use various media to inform others in the community about the project.</p>	5-8	<p>Students will plan and carry out a service learning project.</p> <p>Students will use the media to create public awareness about the project.</p>	<p>Science:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2E</td> </tr> </tbody> </table> <p>SS-Geography 3.1 Civics 4.1, 4.3 Reading 2.1, 2.2, 3.2 Writing 1.1-1.3, 2.1, 2.3 Communication 1.1-1.3, 2.1-2.5, 3.1-3.3, 4.3 Arts 1.3, 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5				LS2F	6-8				LS2E
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61 The Closer You Look (p.263)	<p>All students, no matter how young, have an idea of what a tree looks like. But many are unfamiliar with either the actual structure of a tree or the function of its principle parts. In this activity, your students will take a closer look at trees and their parts.</p> <p>See PEI's <i>Field Investigation Guide</i>, page 45: http://www.pacificeducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf</p>	PreK-6	Students will understand how observation increases knowledge of tree structure and form.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td>SYSA*</td> <td>INQA</td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td>SYSA*</td> <td>INQA</td> <td></td> <td></td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Math K.3, 1.3, 3.4 Writing 2.2 Communication 1.1, 1.2 Arts 1.1, 2.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1	SYSA*	INQA			2-3	SYSA*	INQA												
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62 To Be a Tree (p.265)	<p>By making a tree costume, your students will gain an awareness of a tree's structure and functions.</p>	PreK-4	Students will learn structure and function of tree parts.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td>SYSA</td> <td>INQB</td> <td></td> <td>LS1B LS1D</td> </tr> <tr> <td>2-3</td> <td>SYSA</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td>INQF</td> <td></td> <td>LS1D</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Communication 1.1, 1.2, Arts 1.3, 1.5</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1	SYSA	INQB		LS1B LS1D	2-3	SYSA				4-5		INQF		LS1D	6-8				
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63 Tree Factory (p.269)	<p>By acting out the parts of a tree, your students will see how a tree works like a factory. Afterward, they can create their own "tree factories."</p>	Activity: 3-6 Variation: PreK-2	Students will understand the structure of a tree and how different parts of a tree help the tree function.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td>SYSA*</td> <td>INQB</td> <td></td> <td>LS1B LS1D LS1F</td> </tr> <tr> <td>2-3</td> <td>SYSA*</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td>INQF</td> <td></td> <td>LS1B LS1D</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQE</td> <td></td> <td></td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Arts 3.1 Health and Fitness 1.2</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1	SYSA*	INQB		LS1B LS1D LS1F	2-3	SYSA*				4-5		INQF		LS1B LS1D	6-8		INQE		
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64 Looking at Leaves (p.273)	Are leaves ever hairy? Do they have teeth? In this activity, your students will take a closer look at leaves and find out more about leaf characteristics and how leaves can be used to identify trees.	Activity: K-4 Enrichment: preK-8	Students will understand how leaf shapes, sizes and other characteristics vary from plant to plant.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQA</td> <td></td> <td>LS3C</td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA INQB</td> <td></td> <td>LS3A</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQB</td> <td></td> <td>LS1A</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> Math 4.0-4.3 Communication 1.1-1.3 Arts 2.1, 4.1	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQA		LS3C	2-3		INQA INQB		LS3A	4-5		INQB		LS1A	6-8				
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65 Bursting Buds (p.277)	In early spring, the tiny, bright green leaves of many trees burst forth. Where do the leaves come from? How do they form? In this activity, your students will find the answers to these questions on their own by observing tree buds throughout the year. See PEI's <i>Field Investigation Guide</i> , page 51: http://www.pacificeducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf	K-6	Students will describe the stages that leaf buds go through as the leaves develop throughout the year.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td>SYSA*</td> <td>INQA INQC</td> <td></td> <td>LS1B</td> </tr> <tr> <td>2-3</td> <td>SYSA*</td> <td>INQA INQB</td> <td></td> <td>LS1A</td> </tr> <tr> <td>4-5</td> <td>SYSA*</td> <td>INQB INQD</td> <td></td> <td>LS1C LS1D LS2A* LS3B*</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB</td> <td></td> <td>LS1C LS2A* LS3E*</td> </tr> </tbody> </table> * supports or reinforces standard concepts, but needs adaptation to meet standard. Writing 2.2 Communication 1.1, 1.2	Grade Level	Systems	Inquiry	Appl	Life Science	k-1	SYSA*	INQA INQC		LS1B	2-3	SYSA*	INQA INQB		LS1A	4-5	SYSA*	INQB INQD		LS1C LS1D LS2A* LS3B*	6-8		INQB		LS1C LS2A* LS3E*
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66 Germinating Giants (p.2279)	In this activity, students can sharpen their math skills by comparing their local trees to the world's tallest tree, the coast redwood, and to the tree with the largest seeds, the coconut palm.	4-6	Students will develop an understanding of measurement and scale of trees. Students will recognize that plants have developed different seed structures to meet different needs.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>4-5</td> <td></td> <td>INQA INQG*</td> <td></td> <td></td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB INQF</td> <td></td> <td></td> </tr> </tbody> </table> * supports or reinforces standard concepts, but needs adaptation to meet standard. Communication 1.1-1.3 Math 4.3.B, 4.5F, 4.5.I, 5.6.F, 6.3.A 6.6.H	Grade Level	Systems	Inquiry	Appl	Life Science	4-5		INQA INQG*			6-8		INQB INQF												
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67 How Big Is Your Tree? (p.284)	Trees come in various shapes and sizes. In this activity, students will measure trees in different ways and become familiar with the tree's structure. They will also learn the importance of standard units of measure and measuring techniques.	Activity: 4-8 Variation: PreK-3	Students will be able to explain how and why people use standard units of measure.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQA</td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA</td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td>INQB INQD</td> <td></td> <td></td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB</td> <td></td> <td></td> </tr> </tbody> </table> SS-History 3.2, 3.3 Communication 1.1, 1.23.1-3.3 Math: 4.5F, 4.5.I, 5.6.F, 6.3.A 6.6.H, 7.6.H, 8.4.B	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQA			2-3		INQA			4-5		INQB INQD			6-8		INQB		
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68 Name That Tree (p.288)	Tree species can be identified by looking at several different features: leaves, bark, twigs, flowers, fruits, and seeds. Even the overall shape of a tree can give clues to the tree's identity. In this activity, your students will learn more about trees by identifying features. Afterward, they can play an active game that tests their knowledge of different types of trees.	2-8	Students will identify several trees using various physical characteristics.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA INQB</td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td>INQB</td> <td></td> <td>LS1A*</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB</td> <td></td> <td>LS1E</td> </tr> </tbody> </table> * supports or reinforces standard concepts, but needs adaptation to meet standard. Communication 3.1-3.3 Health and Fitness 1.1, 1.2	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3		INQA INQB			4-5		INQB		LS1A*	6-8		INQB		LS1E
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Washington State Standards Correlations with the Project Learning Tree K-8 Guide

Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards																									
69 Forest For The Trees (p.291)	<p>In this activity, students will role-play managing a tree farm. By using a piece of land as a tree farm, they will begin to understand the economic factors that influence management decisions for private forest lands.</p>	<p>Activity: 4-8</p> <p>Variation: 6-8</p>	<p>Students will understand how forest resources are managed to provide products and other benefits.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>4-5</td> <td></td> <td>INQF</td> <td>APPD</td> <td>LS2D</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQE</td> <td>APPE</td> <td>LS2E*</td> </tr> </tbody> </table> <p>*supports or reinforces standard concepts, but needs adaptation to meet standard</p> <p>Math 3.4, 5.6, 6.6, 7.6</p> <p>SS-History 3.3</p> <p>SS-Geography 3.1</p> <p>Communication 1.1-1.3</p> <p>Arts 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5		INQF	APPD	LS2D	6-8		INQE	APPE	LS2E*										
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70 Soil Stories (p.297)	<p>Students often wonder why certain plants grow in some places and not in others. Climatic factors such as temperature, moisture, and sunlight keep palm trees in Florida and fir trees in Oregon, but subtle differences in soil allow an oak to compete more successfully in one area and a maple in another. In this activity, students will explore differences in soil types and what they mean to us.</p> <p>Percolation Assessment</p>	<p>Part A: K-4</p> <p>Part B: 5-8</p>	<p>Students will investigate the physical characteristics of various soils and use the results to predict appropriate land use.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Earth Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQA INQC</td> <td></td> <td>ES2B*</td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA INQB INQD INQF INQG</td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td>INQB INQC INQD INQG</td> <td>APPD</td> <td>ES2E</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB INQC INQF</td> <td>APPA APPE</td> <td></td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 3.3</p> <p>SS-Geography 2.1, 3.1</p> <p>Communication 1.1-1.3, 3.1-3.3</p> <p>Math 1.2, 3.1-3.3, 4.1-4.3</p>	Grade Level	Systems	Inquiry	Appl	Earth Science	k-1		INQA INQC		ES2B*	2-3		INQA INQB INQD INQF INQG			4-5		INQB INQC INQD INQG	APPD	ES2E	6-8		INQB INQC INQF	APPA APPE	
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Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards															
71 Watch On Wetlands (p.303)	If a duck can paddle in it, it's a wetland. If a duck can waddle on it, it's not. If only wetlands could be defined as simply as this, wetlands issues and legislation would be less muddy. In this activity, students will learn more about wetlands and about how land-use decisions and legislation affect these areas.	7-8	Student will investigate a wetland ecosystem Students will analyze the issues and opinions relating to the management and protection of wetlands.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td></td> <td style="text-align: center;">INQB INQD INQG INQH</td> <td style="text-align: center;">APPA APPD</td> <td style="text-align: center;">LS2A LS2D</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td style="text-align: center;">INQB INQC INQF</td> <td style="text-align: center;">APPA APPB APPE</td> <td style="text-align: center;">LS2A LS2E</td> </tr> </tbody> </table> <p> SS-History 3.3 SS-Geography 2.1, 3.1, 3.2 Civics 4.1, 4.3 SS-Economics 1.3 Reading 1.5, 2.1, 2.2, 3.1 Writing 2.2 Communication 1.1-1.3, 3.1-3.3 Math 4.1-4.3 Arts 3.1 </p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5		INQB INQD INQG INQH	APPA APPD	LS2A LS2D	6-8		INQB INQC INQF	APPA APPB APPE	LS2A LS2E
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6-8		INQB INQC INQF	APPA APPB APPE	LS2A LS2E															
72 Air We Breathe (p.308)	Did you know that sometimes the air in our homes, schools, and offices can be worse for our health than the air outside? In this activity, students will learn more about indoor air quality, and what can be done about it.	6-8	Students will identify various types of indoor pollutants and their sources. Students will understand how various pollutants can be harmful to people's health. Students will take action to improve indoor air quality.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td></td> <td style="text-align: center;">INQB INQD INQG</td> <td></td> <td style="text-align: center;">LS2F</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td style="text-align: center;">INQA</td> <td></td> <td style="text-align: center;">LS2E</td> </tr> </tbody> </table> <p> Math A2.6,M3.4 Reading 2.1, 2.2, 3.1 Writing Communication 1.1-1.3, 3.1-3.3 Health and Fitness 3.1 </p>	Grade Level	Systems	Inquiry	Appl	Life Science	4-5		INQB INQD INQG		LS2F	6-8		INQA		LS2E
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Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards															
73 Waste Watchers (p.314)	Every year some 41 percent of all the energy we use in the United States is wasted needlessly. By cutting energy waste, we can reduce our demand for sources of new energy and reduce the amount of pollution we create. In this activity, your students can take a look at how they use energy in their own homes and how they can reduce the amount of energy they waste.	4-8	Students will identify ways to save energy in their daily lives. Students will explain how saving energy can reduce air pollution.	Science <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Systems</th> <th style="text-align: center;">Inquiry</th> <th style="text-align: center;">Appl</th> <th style="text-align: center;">Physical Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-5</td> <td></td> <td style="text-align: center;">INQB INQG</td> <td></td> <td style="text-align: center;">PS3A</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td></td> <td style="text-align: center;">INQB INQF</td> <td></td> <td style="text-align: center;">PS3A</td> </tr> </tbody> </table> Math A2.6,M3.4 SS-History 3.3 SS-Geography 3.1, 3.2 Reading 2.1, 2.2, 3.1, 3.2 Writing 1.1-1.3 Communication 1.1-1.3, 3.1	Grade Level	Systems	Inquiry	Appl	Physical Science	4-5		INQB INQG		PS3A	6-8		INQB INQF		PS3A
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74 People, Places, Things (p.318)	By taking a closer look at their community, students can gain an appreciation for its structure and complexity. In this activity, students will develop a deeper understanding of the many people, places, and things on which they depend every day.	K-3	Students will investigate and describe the people, places, and things that make up their own community.	SS-Geography 1.1, 2.2, 3.1, 3.2 Writing 1.1-1.3 Communication 3.1-3.3 Arts 3.1, 3.3															
75 Tipi Talk (p.320)	Whether it's a 100-room palace or a small hut made of branches, all human shelters serve the same basic purposes: they provide privacy, shelter from inclement weather, and protection from danger. In this activity, your students will take a close-up look at one kind of dwelling -- the tipi used by Native Americans on the Plains -- and will discover how homes can give clues about the lives of people who live in them.	4-8	Students will understand that people use natural materials to construct their shelters and that dwellings reflect a society's way of life.	SS-History 2.1-2.3 SS-Geography 3.1-3.3 Civics SS-Economics Reading 2.1, 2.2, 3.1, 3.2 Writing 1.1-1.3 Communication 1.1-1.3 Arts 2.2, 3.3															

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76 Tree Cookies (p.327)	One of the best ways to learn about a tree is to look at its annual rings. Tree rings show patterns of change in the tree's life as well as changes in the area where it grows. In this activity, students will trace environmental and historical changes using a cross section of a tree trunk, or "tree cookie."	Activity: 3-8 Variation: 1-3	Students will examine cross-sections of trees. Student will infer from a tree's rings what environmental conditions might have occurred in its life. Students will correlate the time it takes a tree to grow with events in human history.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td>SYSA*</td> <td></td> <td></td> <td>LS1C</td> </tr> <tr> <td>2-3</td> <td>SYSA*</td> <td></td> <td></td> <td>LS2B LS2C</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS1C</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2D</td> </tr> </tbody> </table> * supports or reinforces standard concepts, but needs adaptation to meet standard. SS-History 2.1-2.3, SS-Geography1.1 Reading 2.1, 2.2, 3.1 Communication 1.1-1.3, 3.1-3.3, Arts 4.1 Math 1.5,2.4,3.5, 4.4,5.5,6.5,7.5,8.4	Grade Level	Systems	Inquiry	Appl	Life Science	k-1	SYSA*			LS1C	2-3	SYSA*			LS2B LS2C	4-5				LS1C	6-8				LS2D
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77 Trees In Trouble (p.332)	Like humans, trees can become weak and unhealthy, suffer injury, and die. People have learned to read the symptoms of unhealthy trees to help them. In this activity, students will examine trees for signs of damage or poor health.	Part A: 1-8 Part B: 4-8	Students will recognize symptoms of unhealthy trees and describe possible causes. Students will perform investigations to determine the effects of crowding, acidic precipitation, or fertilizers on plant growth.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQA INQC INQD</td> <td></td> <td>LS2C</td> </tr> <tr> <td>2-3</td> <td></td> <td>INQB INQF</td> <td></td> <td>LS2C LS2D</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQB INQC INQD INQG</td> <td></td> <td>LS1D LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB INQC INQD INQF</td> <td></td> <td>LS2D LS2E</td> </tr> </tbody> </table> SS-Geography3.1-3.3 Reading 2.1, 2.2, 3.1, Writing 1.1-1.3, 2.2 Communication 1.1-1.3, 3.1-3.3 Math 1.2, 3.1-3.3 Health and Fitness 1.4, 3.1 Communication 1.0-1.3, 3.0-3.3, Arts 1.5	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQA INQC INQD		LS2C	2-3		INQB INQF		LS2C LS2D	4-5		INQB INQC INQD INQG		LS1D LS2F	6-8		INQB INQC INQD INQF		LS2D LS2E
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Lesson	Description	PLT Guide Grade Levels	Objectives	WA State Standards																									
78 Signs of Fall (p.337)	In temperate regions, people can observe the annual change of seasons. In autumn, leaves of many trees turn color and fall to the ground, many animals migrate or go into hibernation, the days get shorter, and the air gets colder. This pattern repeats itself every year.	Part A: K-5 Part B: 3-6	Students will identify and describe the signs of fall they observe outside. Students will understand why leaves of deciduous trees change color in the fall.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td>INQA</td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA</td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td>INQB</td> <td></td> <td>LS2B</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQB</td> <td></td> <td></td> </tr> </tbody> </table> SS-Geography 3.3 Reading 3.2 Writing 1.1-1.3 Communication 1.1-1.3, 3.1-3.3 Arts 1.1, 4.1	Grade Level	Systems	Inquiry	Appl	Life Science	k-1		INQA			2-3		INQA			4-5		INQB		LS2B	6-8		INQB		
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79 Tree Life Cycle (p.341)	In this activity, students will discover that trees have a lifecycle that is similar to that of other living things. They will investigate a tree's role in the ecosystem at each stage of its life.	3 -6 Variation: PreK - 2	Students will diagram the lifecycle of a tree to show their understanding of that lifecycle and the tree's role in the ecosystem throughout its life.	Science <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td>SYSC</td> <td>INQA</td> <td></td> <td>LS1A, LS2C LS2B LS3A</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQA</td> <td></td> <td>LS2A, LS2C LS2D LS2E LS3A</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2D</td> </tr> </tbody> </table> Math 1.4, 2.3A Writing 1.1-1.3 Communication 1.1-1.3 Arts 3.1	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3	SYSC	INQA		LS1A, LS2C LS2B LS3A	4-5		INQA		LS2A, LS2C LS2D LS2E LS3A	6-8				LS2D
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<p>80</p> <p>Nothing Succeeds Like Succession (p.345)</p>	<p>Succession is a natural pattern of change that takes place over time in a forest or ecosystem. In this activity, students will study the connection between plants, animals, and successional stages in local ecosystems.</p>	<p>Part A: 3 – 6</p> <p>Parts B and C: 4 - 8</p>	<p>Students will explore basic relationships between species diversity and ecosystem changes.</p> <p>Students will identify successional stages in ecosystems based on plant and animal species.</p> <p>Students will draw conclusions about the process of succession based on study test plots in different stages of succession.</p> <p>(With modification, systems, subsystems, populations, and more ecosystems goals could be addressed.)</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td>INQA INQB INQC</td> <td></td> <td>LS2C</td> </tr> <tr> <td>4-5</td> <td></td> <td>INQA INQB INQC INQD</td> <td></td> <td>LS2D LS2E LS3A</td> </tr> <tr> <td>6-8</td> <td></td> <td>INQA INQB INQC INQG</td> <td></td> <td>LS2D LS2A*</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>Math 2.3C 2.5E 6.6G 7.6G, 8.5G 2.4B.35E SS-Geography 1.1 Reading 2.1, 3.1, Writing 2.2 Communication 1.1-1.3, 3.1-3.3, Arts 1.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3		INQA INQB INQC		LS2C	4-5		INQA INQB INQC INQD		LS2D LS2E LS3A	6-8		INQA INQB INQC INQG		LS2D LS2A*
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<p>81</p> <p>Living With Fire (p.350)</p>	<p>The term "forest fire" may conjure up images of fear and devastation. Preventing fires is still important, but times have changed. In this activity, students will learn how fire is a natural event in forests and other ecosystems and how it helps keep plants and other parts of the ecosystem healthy.</p>	<p>Pars A and B: 4-8</p> <p>Part C: PreK-2</p>	<p>Students will describe the three elements of the fire triangle and explain how eliminating one or more of them can help prevent or control a fire.</p> <p>Students will describe ways to reduce the risk to homes of wildland fire.</p>	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Systems</th> <th>Inquiry</th> <th>Appl</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPC* APPD* APPE* APPH*</td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPB* APPE* APPD*</td> <td></td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 3.1, 3.2 Reading 2.1, 2.2, 3.1, Writing 2.2 Communication 1.1-1.3, 3.1-3.3 Health and Fitness 1.2</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5			APPC* APPD* APPE* APPH*	LS2F	6-8			APPB* APPE* APPD*	
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82 Resource-Go-Round (p. 355)	This activity gives student the opportunity to explore a variety of natural resources and products that people depend on every day. They learn about product life cycles, using a pencil as an example, and then research a specific product to find out the sources of its various components.	4-8	Students will gain insight into the various sources of natural resources, the processes by which natural resources are turned into products, and the energy needed to make the products we use.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPA APPB</td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPA</td> <td></td> </tr> </tbody> </table> <p> SS-History 3.3 SS-Geography 1.1, 3.1 SS-Economics 1.3 Communication 1.1-1.3 </p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5			APPA APPB	LS2F	6-8			APPA	
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83 A Peek at Packaging (p.360)	Nearly everything we buy comes in some sort of package. Packaging, made from a variety of renewable and nonrenewable resources, is necessary to protect an item, keep it fresh, make it tamper-proof, and make the item easy to transport and store. In this activity, students will examine the pros and cons of different packaging strategies.	5-8	Students will identify different purposes of packaging, the pros and cons of certain packaging, and which packaging is recyclable and biodegradable.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPB* APPC* APPD*</td> <td></td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPD* APPD* APPH*</td> <td></td> </tr> </tbody> </table> <p> * supports or reinforces standard concepts, but needs adaptation to meet standard. </p> <p> SS-Geography 3.1, 3.2 Reading 2.0-2-3 Writing 1.2 Communication 1.0-1.3, 2.0, 2.2, 3.0-3.3 </p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5			APPB* APPC* APPD*		6-8			APPD* APPD* APPH*	
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84 The Global Climate (p. 363)	Using data collected from Mauna Loa, students will graph changes in atmospheric levels of carbon dioxide (CO ₂) over a 46-year period, and identify possible reasons for those changes. They will also learn about the relationship between CO ₂ and the Earth's climate, and explore ways to reduce the amount of CO ₂ they generate.	6 - 8	Students will examine and analyze trends in CO ₂ levels. Students will learn how an increase in temperature can affect ecosystems. Student will identify ways to reduce the amount of CO ₂ they generate.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Earth</th> <th style="width: 15%;">Earth Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6-8</td> <td></td> <td style="text-align: center;">INQF</td> <td></td> <td style="text-align: center;">ES2A ES3A</td> </tr> </tbody> </table> <p>Note: Climate change is in the high school standards.</p> <p>Math 5.5c, 8.5 D, A1.8.A. A1.6.B</p>	Grade Level	Systems	Inquiry	Earth	Earth Science	k-1					2-3					4-5					6-8		INQF		ES2A ES3A
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85 In the Driver's Seat (p.370)	In this activity, students will calculate the amount of automobile travel their family does and explore some of the potential environmental consequences of increasing automobile emissions and energy use, as well as ways and benefits of reducing those levels.	5 - 8	Students will gain knowledge about the differences in fuel economy between different vehicles Students will explain strategies for reducing the amount of fuel used by vehicles.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS2E LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td style="text-align: center;">LS2E</td> </tr> </tbody> </table> <p>Math 5.5B, 6.3B, 6.3D SS-Geography 2.2, 3.1, 3.2 Communication 1.1-1.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5				LS2E LS2F	6-8				LS2E
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86 Our Changing World (p.375)	Patterns of change are evident in the Earth's global systems. By exploring the issues of global change, students will gain an understanding of how we must deal with the possibility of global environmental changes today.	5 - 8	Students will understand the connections among the world's natural resources, energy use, and human activities Student will analyze a global environmental issue.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td>SYSB* SYSC* SYSB*</td> <td></td> <td></td> <td>LS2A* LS2F</td> </tr> <tr> <td>6-8</td> <td>SYSA* SYSC*</td> <td></td> <td></td> <td>LS2D LS2E</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-Geography 1.1, 3.1, 3.2 Reading 2.1, 2.2, 3.1, 3.2 Writing 1.1-1.3, 2.2 Communication 1.1-1.3, 2.2-2.5, 3.1-3.3 Arts 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5	SYSB* SYSC* SYSB*			LS2A* LS2F	6-8	SYSA* SYSC*			LS2D LS2E
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87 Earth Manners (p.378)	Children are naturally curious about their environment. They should be encouraged to explore the out-of-doors, while having respect for living things and their habitats. In this activity students will develop a set of guidelines for exploring and enjoying nature.	PreK - 4	Students will express appropriate ways to treat living things and to act in forests, parks, and other natural areas. Students will express their own rules for proper manners when outside.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td>LS2C</td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td>LS2D</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>SS-Geography 3.1-3.3 Reading 2.1, 3.1 Writing 2.2 Communication 1.1-1.3 Arts 3.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1				LS2C	2-3				LS2D	4-5				LS2F	6-8				
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88 Life On The Edge (p.382)	Patterns of change can be observed in the diversity of species on Earth. In this activity, students will become advocates for endangered species of plants and animals, and create "public relations campaigns" on behalf of these species.	4 - 8	Students will understand the habitat components that organisms need to survive Students will research an endangered, threatened, or rare species and give a persuasive media presentation on preserving that organism's needs.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS2A LS2D LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2D LS2E</td> </tr> </tbody> </table> <p> Math 5.6A, 6.6A, 7.6A, M3.4A SS-History 3.3 SS-Geography 3.1, 3.2 Civics 4.3 Reading 2.1, 2.2, 3.1 Writing 1.1-1.3 Communication 1.1-1.3, 2.5, 3.1-3.3 Health and Fitness 1.2, 3.1 </p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5				LS2A LS2D LS2F	6-8				LS2D LS2E
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89 Trees For Many Reasons (p.387)	By reading fables such as The Lorax by Dr. Seuss or The Man Who Planted Trees by Jean Giono, students can examine the importance of conserving natural resources.	A: 2 – 8 B: 6 – 8 Variation: 4 - 6	Students will discuss and analyze fictional stories related to natural resources. Students will determine whether the main ideas of the stories build a case for the conservation and wise use of natural resources.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td>LS2D</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2D</td> </tr> </tbody> </table> <p> SS-Geography 3.1, 3.2 Civics 4.3 SS-Economics 1.3 Reading 2.1-2.3, 3.3 Writing 1.1-1.3, 2.2 Communication 1.1-1.3, 3.1-3.3 Arts 3.1 </p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3				LS2D	4-5				LS2F	6-8				LS2D
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90 Native Ways (p.389)	Patterns of change can be observed in human uses of natural resources. In this activity, students will explore some traditional Native American attitudes and lifestyles with respect to the land and its resources and will compare those attitudes with their own.	4 - 8	Students will explore some traditional American Indian attitudes with respect to the land and its resources.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td>APPC*</td> <td>LS2F</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPB*</td> <td>LS2D</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 1.3, 3.3 SS-Geography 3.1-3.3 Reading 2.1-2.3, 3.1 Communication 1.1-1.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3			APPC*	LS2F	4-5			APPB*	LS2D	6-8				
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91 In The Good Old Days (p.396)	Human attitudes and values, and therefore behavior, with regard to the environment can change over the course of generations. In this activity, students will study the writings of men and women who have shaped the way people think about the environment.	6 - 8	Students will learn how people’s personal experiences and place in history affect their attitudes toward the environment. Students will become familiar with authors who have helped shape the way Americans think about the environment.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2F</td> </tr> </tbody> </table> <p>SS-History 2.1-2.3, 3.3 SS-Geography 3.1-3.3 Civics 4.3 SS-Economics 1.3 Reading 2.1-2.3 Writing 1.1-1.3 Communication 1.1-1.3, 2.2-2.5, 3.1-3.3 Arts 3.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5				LS2F	6-8				LS2F
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92 A Look At Lifestyles (p.401)	By examining the historical attitudes of Native Americans and American pioneers toward the environment and natural resources, students can reflect on their own lifestyles, and identify trade-offs between simple subsistence and the modern technology-based living.	5 - 8	Students will understand that the items and the resources we use meet our basic needs, maintain our way of life, and provide us with luxuries. Students will compare their own lifestyle with those of traditional American Indians and early pioneers.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPB</td> <td>LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2D</td> </tr> </tbody> </table> <p>Note: Renewable and nonrenewable resources are in the high school standards.</p> <p>SS-History 1.3, 2.1-2.3 SS-Geography 3.1-3.3 Civics 4.1, 4.3 SS-Economics 1.3 Reading 2.1-2.3, 3.1 Writing 1.1-1.3, 2.2 Communication 1.1-1.3, 3.1-3.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5			APPB	LS2F	6-8				LS2D
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93 Paper Civilizations (p.407)	Humans have always had a strong need to record the events of their lives. From cave painting to writing paper, humans have preserved their history in many ways. In this activity, students will discover how the development of paper revolutionized the way people communicate and record information.	5 - 8	Students will summarize changes in both technology and culture as they explore the history of paper making.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPA APPB APPG</td> <td></td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPA APPH</td> <td></td> </tr> </tbody> </table> <p>SS-History 2.1-2.3, 3.3 Reading 2.1-2.2, 3.1 Writing 2.2 Communication 1.1-1.3, 2.2-2.5, 3.1-3.3 Arts 1.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5			APPA APPB APPG		6-8			APPA APPH	
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94 By the Rivers of Babylon (p.411)	Throughout history, people have depended on natural resources for survival. The availability of food, water, and resources to build shelters has generally determined where humans have settled and how cultures evolved over time. In this activity, students will explore how ancient civilizations developed systems for using their natural resources.	6 - 8	Students will analyze how an ancient civilization changed over time and explain possible causes for that change. Students will apply environmental lessons learned from past civilizations to understand current environmental problems.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPA APPH</td> <td>LS2D LS2E*</td> </tr> </tbody> </table> <p>* supports or reinforces standard concepts, but needs adaptation to meet standard.</p> <p>SS-History 1.2, 2.1-2.3, 3.3 SS-Geography 3.1, 3.2 Reading 2.1, 2.2, 3.1, 3.2 Writing 1.1-1.3 Communication 1.1-1.3, 2.2-2.5, 3.1-3.3</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5					6-8			APPA APPH	LS2D LS2E*
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95 Did You Notice? (p.414)	In this activity, students will study changes in their local environment over short and long periods and will identify patterns of change.	K – 8 Part B: 3 -8	Students will investigate changes in their local environment over the course of time. Students will summarize those changes in the form of a timeline.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 45%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td>LS2C</td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td>LS2C LS2D</td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td></td> <td>LS2D LS2F</td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td></td> <td>LS2D LS2E</td> </tr> </tbody> </table> <p>SS-History 1.2, 2.1-2.3 Reading 2.1, 2.2, 3.1 Writing 2.2 Communication 1.1-1.3, 3.1-3.3 Arts 3.3, 4.1</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1				LS2C	2-3				LS2C LS2D	4-5				LS2D LS2F	6-8				LS2D LS2E
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96 Improve Your Place (p.418)	Each living thing has a habitat -- a place to live that suits its needs. For human beings, the community they live in is their habitat. In this activity, students are encouraged to take action to improve their community by making some positive environmental changes.	5 - 8	Students will identify ways they can improve their local area. Students will create and carry out a plan to improve the area.	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 15%;">Systems</th> <th style="width: 15%;">Inquiry</th> <th style="width: 15%;">Appl</th> <th style="width: 15%;">Life Science</th> </tr> </thead> <tbody> <tr> <td>k-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4-5</td> <td></td> <td></td> <td>APPD** APPD** APPE** APPE** APPF</td> <td></td> </tr> <tr> <td>6-8</td> <td></td> <td></td> <td>APPD** APPE** APPF**</td> <td></td> </tr> </tbody> </table> <p>**science standards apply if the planned action pertains to a natural system.</p> <p>Math 4.5G, 6.5A, 7.2G, 7.3D, 8.5G SS-History 3.3 SS-Geography 1.1, 3. Reading 2.1, 2.2, 3.1, 3.2 Writing 1.1-1.3 Communication 1.1-1.3, 2.2-2.5, 3.1-3.3 Arts 2.1, 4.2</p>	Grade Level	Systems	Inquiry	Appl	Life Science	k-1					2-3					4-5			APPD** APPD** APPE** APPE** APPF		6-8			APPD** APPE** APPF**	
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