

Grade 8 Grade Level Expectations correlated to Project Learning Tree
PreK-8 Guide
Science

Grade Level Expectation	PLT activity
Science as Inquiry The Abilities Necessary to Do Scientific Inquiry	
1. Generate testable questions about objects, organisms, and events that can be answered through scientific investigation (SI-M-A1)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
2. Identify problems, factors, and questions that must be considered in a scientific investigation (SI-M-A1)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
3. Use a variety of sources to answer questions (SI-M-A1)	12: Invasive Species 35: Loving It Too Much
4. Design, predict outcomes, and conduct experiments to answer guiding questions (SI-M-A2)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
5. Identify independent variables, dependent variables, and variables that should be controlled in designing an experiment (SI-M-A2)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
6. Select and use appropriate equipment, technology, tools, and metric system units of measurement to make observations (SI-M-A3)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe

7. Record observations using methods that complement investigations (e.g., journals, tables, charts) (SI-M-A3)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe 80: Nothing Succeeds Like Succession
8. Use consistency and precision in data collection, analysis, and reporting (SI-M-A3)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
9. Use computers and/or calculators to analyze and interpret quantitative data (SI-M-A3)	41: How Plants Grow 48: Field, Forest and Stream
10. Identify the difference between description and explanation (SI-M-A4)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
11. Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols) (SI-M-A4)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
12. Use data and information gathered to develop an explanation of experimental results (SI-M-A4)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
13. Identify patterns in data to explain natural events (SI-M-A4)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe

14. Develop models to illustrate or explain conclusions reached through investigation (SI-M-A5)	
15. Identify and explain the limitations of models used to represent the natural world (SI-M-A5)	
16. Use evidence to make inferences and predict trends (SI-M-A5)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
17. Recognize that there may be more than one way to interpret a given set of data, which can result in alternative scientific explanations and predictions (SI-M-A6)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
18. Identify faulty reasoning and statements that misinterpret or are not supported by the evidence (SI-M-A6)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
19. Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations) (SI-M-A7)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
20. Write clear, step-by-step instructions that others can follow to carry out procedures or conduct investigations (SI-M-A7)	
21. Distinguish between <i>observations</i> and <i>inferences</i> (SI-M-A7)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
22. Use evidence and observations to explain and communicate the results of investigations (SI-M-A7)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe

23. Use relevant safety procedures and equipment to conduct scientific investigations (SI-M-A8)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
24. Provide appropriate care and utilize safe practices and ethical treatment when animals are involved in scientific field and laboratory research (SI-M-A8)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
Understanding Scientific Inquiry	
25. Compare and critique scientific investigations (SI-M-B1)	
26. Use and describe alternate methods for investigating different types of testable questions (SI-M-B1)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
27. Recognize that science uses processes that involve a logical and empirical, but flexible, approach to problem solving (SI-M-B1)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
28. Recognize that investigations generally begin with a review of the work of others (SI-M-B2)	
29. Explain how technology can expand the senses and contribute to the increase and/or modification of scientific knowledge (SI-M-B3)	
30. Describe why all questions cannot be answered with present technologies (SI-M-B3)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
31. Recognize that there is an acceptable range of variation in collected data (SI-M-B3)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe

32. Explain the use of statistical methods to confirm the significance of data (e.g., mean, median, mode, range) (SI-M-B3)	
33. Evaluate models, identify problems in design, and make recommendations for improvement (SI-M-B4)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
34. Recognize the importance of communication among scientists about investigations in progress and the work of others (SI-M-B5)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
35. Explain how skepticism about accepted scientific explanations (i.e., hypotheses and theories) leads to new understanding (SI-M-B5)	
36. Explain why an experiment must be verified through multiple investigations and yield consistent results before the findings are accepted (SI-M-B5)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
37. Critique and analyze their own inquiries and the inquiries of others (SI-M-B5)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
38. Explain that, through the use of scientific processes and knowledge, people can solve problems, make decisions, and form new ideas (SI-M-B6)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
39. Identify areas in which technology has changed human lives (e.g., transportation, communication, geographic information systems, DNA fingerprinting) (SI-M-B7)	12: Invasive Species 14: Renewable or Not 29: Rain Reasons 52: A Look at Aluminum 71: Watch on Wetlands 77: Trees in Trouble 84: The Global Climate

40. Evaluate the impact of research on scientific thought, society, and the environment (SI-M-B7)	9: Planet Diversity 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 72: Air We Breathe
Physical Science Properties and Changes of Properties in Matter	
1. Determine that all atoms of the same element are similar to but different from atoms of other elements (PS-M-A2)	
2. Recognize that elements with the same number of protons may or may not have the same charge (PS-M-A2)	
3. Define ions and describe them in terms of the number of protons, electrons, and their charges (PS-M-A2)	
Motions and Forces	
4. Demonstrate that Earth has a magnetic field by using magnets and compasses (PS-M-B2)	
5. Define gravity and describe the relationship among the force of gravity, the mass of objects, and the distance between objects (PS-M-B2)	
6. Predict how the gravitational attraction between two masses will increase or decrease when changes are made in the masses or in the distance between the objects (PS-M-B2)	
7. Explain the relationships among force, mass, and acceleration (PS-M-B5)	
Earth and Space Science Structure of Earth	
8. Identify and describe the four density layers of Earth (ESS-M-A1)	
9. Explain the historical development of the theories of plate tectonics, including continental drift and sea-floor spreading (ESS-M-A2)	
10. Illustrate the movement of convection currents (ESS-M-A2)	
11. Illustrate the movements of lithospheric plates as stated in the plate tectonics theory (ESS-M-A2)	
12. Identify the edges of plate boundaries as likely areas of earthquakes and volcanic action (ESS-M-A3)	
13. Describe the processes responsible for earthquakes and volcanoes and identify the effects of these processes (e.g., faulting, folding) (ESS-M-A3)	
14. Distinguish between chemical and mechanical (physical) weathering and identify the role of weathering agents (e.g., wind, water, ice, gravity) (ESS-M-A4)	44: Water Wonders 48: Field, Forest, and Stream
15. Illustrate the role of organic processes in soil formation (ESS-M-A4)	48: Field, Forest, and Stream 70: Soil Stories 71: Watch on Wetlands

16. Compare the physical characteristics of rock and mineral specimens to observe that a rock is a mixture of minerals (ESS-M-A5)	
17. Describe the properties of minerals (e.g., color, luster, hardness, streak) (ESS-M-A5)	
18. Describe how sedimentary, igneous, and metamorphic rocks form and change in the rock cycle (ESS-M-A6)	
19. Determine the results of constructive and destructive forces upon landform development with the aid of geologic maps of Louisiana (ESS-M-A7)	71: Watch on Wetlands
20. Describe how humans' actions and natural processes have modified coastal regions in Louisiana and other locations (ESS-M-A8)	12: Invasive Species 14: Renewable or Not 35: Loving It Too Much 40: Then and Now 44: Water Wonders 71: Watch on Wetlands 80: Nothing Succeeds Like Succession 81: Living with Fire
21. Read and interpret topographic maps (ESS-M-A9)	
22. Compare ocean floor topography to continental topography by using topographic maps (ESS-M-A9)	
23. Explain the processes of evaporation, condensation, precipitation, infiltration, transpiration, and sublimation as they relate to the water cycle (ESS-M-A10)	44: Water Wonders
24. Investigate and explain how given factors affect the rate of water movement in the water cycle (e.g., climate, type of rock, ground cover) (ESS-M-A10)	44: Water Wonders 48: Field, Forest and Stream 71: Watch on Wetlands
25. Explain and give examples of how climatic conditions on Earth are affected by the proximity of water (ESS-M-A11)	29: Rain Reasons 44: Water Wonders 48: Field, Forest and Stream 71: Watch on Wetlands
26. Describe and illustrate the layers of Earth's atmosphere (ESS-M-A11)	
27. Identify different air masses, jet streams, global wind patterns, and other atmospheric phenomena and describe how they relate to weather events, such as El Niño and La Niña (ESS-M-A12)	
28. Use historical data to plot the movement of hurricanes and explain events or conditions that affected their paths (ESS-M-A12)	
29. Make predictions about future weather conditions based on collected weather data (ESS-M-A12)	
Earth History	
30. Interpret a geologic timeline (ESS-M-B1)	
31. Compare fossils from different geologic eras and areas of Earth to show that life changes over time (ESS-M-B1)	
32. Interpret a timeline starting with the birth of the solar system to the present day (ESS-M-B2)	
33. Use historical data to draw conclusions about the age of Earth (e.g., half-life, rock strata) (ESS-M-B2)	

34. Apply geological principles to determine the relative ages of rock layers (e.g., original horizontality, superposition, cross-cutting relationships) (ESS-M-B3)	
35. Describe how processes seen today are similar to those in the past (e.g., weathering, erosion, lithospheric plate movement) (ESS-M-B3)	
Earth in the Solar System	
36. Describe the life cycle of a star and predict the next likely stage of the Sun (ESS-M-C1)	
37. Use a Hertzsprung-Russell diagram and other data to compare the approximate mass, size, luminosity, temperature, structure, and composition of the Sun to other stars (ESS-M-C1)	
38. Use data to compare the planets in terms of orbit, size, composition, density, rotation, revolution, and atmosphere (ESS-M-C2)	
39. Relate Newton's laws of gravity to the motions of celestial bodies and objects on Earth (ESS-M-C3)	
40. Identify and illustrate the relative positions of Earth, the Moon, and the Sun during eclipses and phases of the Moon (ESS-M-C4)	
41. Describe the effects of the Moon on tides (ESS-M-C4)	
42. Interpret a scale model of the solar system (ESS-M-C5)	
43. Identify the processes involved in the creation of land and sea breezes (ESS-M-C6)	
44. Describe how unequal heating of Earth's surface affects movement of air masses and water in the atmosphere and hydrosphere (ESS-M-C6)	
45. Explain how seasonal changes are caused by the tilt of Earth as it rotates on its axis and revolves around the Sun (ESS-M-C7)	
46. Illustrate and explain how the angle at which sunlight strikes Earth produces changes in the seasons and length of daylight (ESS-M-C7)	
47. Compare the relative distances from Earth to the Sun on the first day of summer and the first day of winter (ESS-M-C7)	
48. Communicate ways that information from space exploration and technological research have advanced understanding about Earth, the solar system, and the universe (ESS-M-C8)	
49. Identify practical applications of technological advances resulting from space exploration and scientific and technological research (ESS-M-C8)	

Science and the Environment	
50. Illustrate possible point and non-point source contributions to pollution and natural or human-induced pathways of a pollutant in an ecosystem (SE-M-A3)	35: Loving It Too Much 39: Energy Sleuths 47: Are Vacant Lots Vacant? 71: Watch on Wetlands 72: Air We Breathe 84: The Global Climate 85: In the Driver's Seat
51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)	12: Invasive Species 14: Renewable or Not 39: Energy Sleuths 49: Tropical Treehouse 73: Waste Watchers 85: In the Driver's Seat 86: The Global Climate
52. Describe the relationship between plant type and soil compatibility (SE-M-A9)	9: Planet Diversity 10: Charting Diversity 12: Invasive Species 27: Every Tree for Itself 29: Rain Reasons 41: How Plants Grow 47: Are Vacant Lots Vacant? 48: Field, Forest and Stream 71: Watch on Wetlands 77: Trees in Trouble
53. Distinguish among several examples of erosion (e.g., stream bank, topsoil, coastal) and describe common preventive measures (SE-M-A10)	44: Water Wonders 48: Field, Forest and Stream 70: Soil Stories 71: Watch on Wetlands 96: Improve Your Place

**Grade 8 Grade Level Expectations correlated to Project Learning Tree
PreK-8 Guide
Social Studies**

Grade Level Expectation	PLT activity
Geography The World in Spatial Terms	
1. Use time zones in the United States or the International Date Line to interpret a map or representation of a globe and calculate current times in different places (G-1A-M2)	
2. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)	
3. Construct a map based on given narrative information (G-1A-M2)	
4. Construct a chart or diagram to display geographical information in an organized way (G-1A-M2)	4: Sounds Around 55: Planning the Ideal Community
Places and Regions	
5. Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)	20: Environmental Exchange Box 40: Then and Now 54: I'd Like to Visit a Place Where... 95: Did You Notice?

6. Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)	40: Then and Now 54: I'd Like to Visit a Place Where... 95: Did You Notice?
7. Explain how or why specific regions are changing as a result of physical phenomena (e.g., changes in the coastal wetlands) (G-1B-M3)	40: Then and Now 54: I'd Like to Visit a Place Where... 95: Did You Notice?
8. Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3)	40: Then and Now 54: I'd Like to Visit a Place Where... 95: Did You Notice?
9. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)	40: Then and Now 54: I'd Like to Visit a Place Where... 95: Did You Notice?
Physical and Human Systems	
10. Analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables (G-1C-M2)	40: Then and Now 95: Did You Notice?
11. Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)	
12. Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)	16: Pass the Plants, Please
13. Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present (G-1C-M6)	14: Renewable or Not
Environment and Society	
14. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)	4: Sounds Around 12: Invasive Species 14: Renewable or Not 33: Forest Consequences 35: Loving It Too Much 50: 400-acre Wood 55: Planning the Ideal Community 69: Forest for the Trees 70: Soil Stories 71: Watch on the Wetlands 77: Trees in Trouble 88: Life on the Edge
15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2)	14: Renewable or Not 70: Soil Stories 71: Watch on the Wetlands 77: Trees in Trouble
16. Analyze the distribution and uses of Louisiana's natural resources (G-1D-M3)	14: Renewable or Not 15: A Few of My Favorite Things 20: Environmental Exchange Box 39: Energy Sleuths
17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)	12: Invasive Species 71: Watch on Wetlands 88: Living on the Edge 96: Improve Your Place

Civics	
Structure and Purposes of Government	
18. Identify the powers of state government as defined in the Louisiana Constitution and compare/contrast those powers to the powers of the federal government (C-1A-M3)	
19. Explain the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4)	
20. Identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch (C-1A-M5)	
21. Describe the various forms of local government in Louisiana (C-1A-M5)	
22. Describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana (C-1A-M6)	58: There Ought To Be a Law
23. Identify qualifications and terms of office for key leaders/representatives at the state and local levels (C-1A-M6)	
24. Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6)	
25. Explain the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4)	
26. Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6)	
27. Explain how a bill becomes law at the state level (C-1A-M7)	58: There Ought To Be a Law
28. List and apply criteria for evaluating rules and laws (C-1A-M7)	58: There Ought To Be a Law
29. Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)	33: Forest Consequences 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action
30. Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)	
Foundations of the American Political System	
31. Explain how the Louisiana Constitution reflects the principles of government set forth in the U.S. Constitution (e.g., checks and balance, separation of powers) (C-1B-M3)	
32. Describe various peaceful ways of resolving political or social conflicts, including <i>majority vote vs. consensus</i> (C-1B-M4)	19: Viewpoints on the Line 33: Forest Consequences 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action
33. Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5)	57: Democracy in Action
34. Explain how the U.S. census is used in the political process and how it affects Louisiana representation in Congress (C-1B-M6)	
35. Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6)	

36. Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government (C-1B-M6)	56: We Can Work It Out 57: Democracy in Action
International Relationships	
37. Explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana (C-1C-M1)	
38. Explain how U.S. foreign policy has affected Louisiana (e.g., tariffs, NAFTA) (C-1C-M2)	
Roles of the Citizen	
39. Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2)	
40. Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4)	19: Viewpoints on the Line 33: Forest Consequences 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action
41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)	19: Viewpoints on the Line 33: Forest Consequences 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action
Economics Fundamental Economic Concepts	
42. Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision (E-1A-M1)	14: Renewable or Not 37: Reduce, Recycle, Reuse 52: A Look at Aluminum
43. Explain how effective economic decisions (e.g., determining the best level of consumption) require comparing the additional costs of alternatives with additional benefits (E-1A-M2)	14: Renewable or Not 15: A Few of My Favorite Things 37: Reduce, Recycle, Reuse 39: Energy Sleuths 50: 400-acre Wood 52: A Look at Aluminum 53: On the Move 73: Waste Watchers 82: Resource-Go-Round 83: A Peek at Packaging 85: In the Driver's Seat
44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3)	14: Renewable or Not 15: A Few of My Favorite Things 37: Reduce, Recycle, Reuse 39: Energy Sleuths 50: 400-acre Wood 52: A Look at Aluminum 53: On the Move 73: Waste Watchers 82: Resource-Go-Round 83: A Peek at Packaging 85: In the Driver's Seat

45. Analyze the role of specialization in Louisiana's economy (E-1A-M4)	
46. Use a variety of resources to research education and training for jobs and careers (E-1A-M5)	34: Who Works In This Forest?
47. Cite examples of how skills/knowledge and technical training increase personal productivity and career opportunities, and which skills/knowledge would enhance particular career prospects (E-1A-M5)	34: Who Works In This Forest?
48. Characterize and analyze the use of productive resources in an economic system (E-1A-M6)	14: Renewable or Not 15: A Few of My Favorite Things 37: Reduce, Recycle, Reuse 39: Energy Sleuths 50: 400-acre Wood 52: A Look at Aluminum 53: On the Move 73: Waste Watchers 82: Resource-Go-Round 83: A Peek at Packaging 85: In the Driver's Seat
49. Describe how the four basic economic questions are answered in <i>traditional</i> vs. <i>command</i> vs. <i>market</i> economies (E-1A-M6)	
50. Describe institutions (e.g., banks, government agencies, large companies, small businesses) that make up economic systems (E-1A-M7)	
51. Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)	
Individuals, Households, Businesses, and Governments	
52. Explain how supply and demand affect prices (E-1B-M1)	14: Renewable or Not 37: Reduce, Recycle, Reuse 39: Energy Sleuths 50: 400-acre Wood 52: A Look at Aluminum 53: On the Move 73: Waste Watchers 82: Resource-Go-Round 83: A Peek at Packaging 85: In the Driver's Seat
53. Explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States (E-1B-M2)	14: Renewable or Not 15: A Few of My Favorite Things 37: Reduce, Recycle, Reuse 39: Energy Sleuths 50: 400-acre Wood 52: A Look at Aluminum 53: On the Move 73: Waste Watchers 82: Resource-Go-Round 83: A Peek at Packaging 85: In the Driver's Seat
54. Explain the difference between private goods/services and public goods/services and give examples of each (E-1B-M3)	39: Energy Sleuths 73: Waste Watchers

55. Identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market (E-1B-M4)	33: Forest Consequences 35: Loving It Too Much 39: Energy Sleuths 54: I'd Like to Visit a Place Where... 56: We Can Work It Out
56. Identify various types of taxes and user fees and predict their consequences (E-1B-M5)	
57. Explain reasons for trade between nations and the impact of international trade (E-1B-M6)	14: Renewable or Not
58. Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)	
The Economy as a Whole	
59. Explain the meaning of various economic indicators that help describe the state of an economy (e.g., GDP, CPI, stock market indices, rate of unemployment or inflation) (E-1C-M1)	
60. Define <i>inflation</i> and <i>unemployment</i> in terms of an economic system as a whole (E-1C-M2)	
61. Describe the influence/impact of inflation or unemployment on different groups of people (e.g., consumers, business owners) (E-1C-M2)	
History	
Historical Thinking Skills	
62. Construct a timeline of key events in Louisiana history (H-1A-M1)	
63. Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)	76: Tree Cookies
64. Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)	
65. Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)	
66. Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3)	
67. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)	59: Power of Print
68. Interpret a political cartoon (H-1A-M4)	59: Power of Print
69. Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)	
70. Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)	
Louisiana History	
71. Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1)	
72. Describe leaders who were influential in Louisiana's development (H-1D-M1)	

73. Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)	
74. Describe the causes and effects of various migrations into Louisiana (H-1D-M1)	
75. Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)	
76. Trace and describe various governments in Louisiana's history (H-1D-M2)	
77. Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)	
78. Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc (H-1D-M4)	
79. Explain how Louisiana's natural resources have shaped its history (e.g., petroleum) (H-1D-M4)	12: Invasive Species
80. Trace the state's economic development and growth toward economic diversity (e.g., fur trade, tourism, technology) (H-1D-M5)	
81. Explain cultural elements that have shaped Louisiana's heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)	

**Grade 8 Grade Level Expectations correlated to Project Learning Tree
PreK-8 Guide
Mathematics**

Grade Level Expectation	PLT activity
Number and Number Relations	
1. Compare rational numbers using symbols (i.e., $<$, \leq , $=$, \geq , $>$) and position on a number line (N-1-M) (N-2-M)	35: Loving It Too Much 38: Every Drop Counts 50: 400-acre Wood 84: The Global Climate
2. Use whole number exponents (0-3) in problem-solving contexts (N-1-M) (N-5-M)	
3. Estimate the answer to an operation involving rational numbers based on the original numbers (N-2-M) (N-6-M)	
4. Read and write numbers in scientific notation with positive exponents (N-3-M)	
5. Simplify expressions involving operations on integers, grouping symbols, and whole number exponents using order of operations (N-4-M)	
6. Identify missing information or suggest a strategy for solving a real-life, rational-number problem (N-5-M)	38: Every Drop Counts 50: 400-acre Wood 84: The Global Climate 85: In the Driver's Seat
7. Use proportional reasoning to model and solve real-life problems (N-8-M)	38: Every Drop Counts 66: Germinating Giants 67: How Big is Your Tree? 73: Waste Watchers 84: The Global Climate 85: In the Driver's Seat

8. Solve real-life problems involving percentages, including percentages less than 1 or greater than 100 (N-8-M) (N-5-M)	
9. Find unit/cost rates and apply them in real-life problems (N-8-M) (N-5-M) (A-5-M)	73: Waste Watchers 85: In the Driver's Seat
Algebra	
10. Write real-life meanings of expressions and equations involving rational numbers and variables (A-1-M) (A-5-M)	
11. Translate real-life situations that can be modeled by linear or exponential relationships to algebraic expressions, equations, and inequalities (A-1-M) (A-4-M) (A-5-M)	12: Invasive Species 38: Every Drop Counts 50: 400-acre Wood 84: The Global Climate 85: In the Driver's Seat
12. Solve and graph solutions of multi-step linear equations and inequalities (A-2-M)	
13. Switch between functions represented as tables, equations, graphs, and verbal representations, with and without technology (A-3-M) (P-2-M) (A-4-M)	
14. Construct a table of x - and y -values satisfying a linear equation and construct a graph of the line on the coordinate plane (A-3-M) (A-2-M)	
15. Describe and compare situations with constant or varying rates of change (A-4-M)	
16. Explain and formulate generalizations about how a change in one variable results in a change in another variable (A-4-M)	
Measurement	
17. Determine the volume and surface area of prisms and cylinders (M-1-M) (G-7-M)	
18. Apply rate of change in real-life problems, including density, velocity, and international monetary conversions (M-1-M) (N-8-M) (M-6-M)	
19. Demonstrate an intuitive sense of the relative sizes of common units of volume in relation to real-life applications and use this sense when estimating (M-2-M) (G-1-M)	37: Reduce, Recycle, Reuse 38: Every Drop Counts
20. Identify and select appropriate units for measuring volume (M-3-M)	
21. Compare and estimate measurements of volume and capacity within and between the U.S. and metric systems (M-4-M) (G-1-M)	
22. Convert units of volume/capacity within systems for U.S. and metric units (M-5-M)	
Geometry	
23. Define and apply the terms measure, distance, midpoint, bisect, bisector, and perpendicular bisector (G-2-M)	
24. Demonstrate conceptual and practical understanding of symmetry, similarity, and congruence and identify similar and congruent figures (G-2-M)	
25. Predict, draw, and discuss the resulting changes in lengths, orientation, angle measures, and coordinates when figures are translated, reflected across horizontal or vertical lines, and rotated on a grid (G-3-M) (G-6-M)	

26. Predict, draw, and discuss the resulting changes in lengths, orientation, and angle measures that occur in figures under a similarity transformation (dilation) (G-3-M) (G-6-M)	
27. Construct polyhedra using 2-dimensional patterns (nets) (G-4-M)	
28. Apply concepts, properties, and relationships of adjacent, corresponding, vertical, alternate interior, complementary, and supplementary angles (G-5-M)	
29. Solve problems involving lengths of sides of similar triangles (G-5-M) (A-5-M)	
30. Construct, interpret, and use scale drawings in real-life situations (G-5-M) (M-6-M) (N-8-M)	
31. Use area to justify the Pythagorean theorem and apply the Pythagorean theorem and its converse in real-life problems (G-5-M) (G-7-M)	
32. Model and explain the relationship between the dimensions of a rectangular prism and its volume (i.e., how scale change in linear dimension(s) affects volume) (G-5-M)	
33. Graph solutions to real-life problems on the coordinate plane (G-6-M)	
Data Analysis, Probability, and Discrete Math	
34. Determine what kind of data display is appropriate for a given situation (D-1-M)	
35. Match a data set or graph to a described situation, and vice versa (D-1-M)	
36. Organize and display data using circle graphs (D-1-M)	
37. Collect and organize data using box-and-whisker plots and use the plots to interpret quartiles and range (D-1-M) (D-2-M)	
38. Sketch and interpret a trend line (i.e., line of best fit) on a scatterplot (D-2-M) (A-4-M) (A-5-M)	
39. Analyze and make predictions from discovered data patterns (D-2-M)	
40. Explain factors in a data set that would affect measures of central tendency (e.g., impact of extreme values) and discuss which measure is most appropriate for a given situation (D-2-M)	
41. Select random samples that are representative of the population, including sampling with and without replacement, and explain the effect of sampling on bias (D-2-M) (D-4-M)	
42. Use lists, tree diagrams, and tables to apply the concept of permutations to represent an ordering with and without replacement (D-4-M)	
43. Use lists and tables to apply the concept of combinations to represent the number of possible ways a set of objects can be selected from a group (D-4-M)	
44. Use experimental data presented in tables and graphs to make outcome predictions of independent events (D-5-M)	

45. Calculate, illustrate, and apply single- and multiple-event probabilities, including mutually exclusive, independent events and non-mutually exclusive, dependent events (D-5-M)	
Patterns, Relations, and Functions	
46. Distinguish between and explain when real-life numerical patterns are linear/arithmetic (i.e., grows by addition) or exponential/geometric (i.e., grows by multiplication) (P-1-M) (P-4-M)	
47. Represent the n^{th} term in a pattern as a formula and test the representation (P-1-M) (P-2-M) (P-3-M) (A-5-M)	
48. Illustrate patterns of change in dimension(s) and corresponding changes in volumes of rectangular solids (P-3-M)	

Grade 8 Grade Level Expectations correlated to Project Learning Tree
PreK-8 Guide
English Language Arts

Grade Level Expectation	PLT activity
Reading and Responding Standard 1:	
1. Develop vocabulary using a variety of strategies, including: use of connotative and denotative meanings; use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1)	
2. Interpret story elements, including: stated and implied themes; development of character types (e.g., flat, round, dynamic, static); effectiveness of plot sequence and/or subplots; the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot; difference in third-person limited and omniscient points of view; how a theme is developed (ELA-1-M2)	89: Trees for Many Reasons 90: The Native Way 91: In the Good Old Days
3. Interpret literary devices, including: Allusions; understatement (meiosis); how word choice and images appeal to the senses and suggest mood and tone; the use of foreshadowing and flashback to direct plot development; the effects of hyperbole and symbolism (ELA-1-M2);	5: Poet-Tree 18: Tale of the Sun 89: Trees for Many Reasons 90: The Native Way 91: In the Good Old Days
4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including: Epics; consumer materials; public documents (ELA-1-M3)	15: A Few of My Favorite Things 40: Then and Now 57: Democracy in Action 58: There Ought to Be a Law 59: Power of Print 83: A Peek at Packaging
5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4)	12: Invasive Species 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 53: On the Move 86: Our Changing World

Standard 6:	
6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1)	4: Sounds Around 18: Tale of the Sun 89: Trees for Many Reasons 90: Native Ways 91: In the Good Old Days
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2)	4: Sounds Around 18: Tale of the Sun 89: Trees for Many Reasons 90: Native Ways 91: In the Good Old Days
8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including: fiction (e.g., mystery, novel); nonfiction (e.g., workplace documents, editorials); poetry (e.g., lyric, narrative); drama (e.g., plays) (ELA-6-M3)	4: Sounds Around 5: Poet-Tree 18: Tale of the Sun 89: Trees for Many Reasons 90: Native Ways 91: In the Good Old Days
Standard 7:	
9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: sequencing events to examine and evaluate information; summarizing and paraphrasing to examine and evaluate information; interpreting stated or implied main ideas; comparing and contrasting literary elements and ideas within and across texts; making inferences and drawing conclusions; predicting the outcome of a story or situation; identifying literary devices (ELA-7-M1)	11: Can It Be Real? 12: Invasive Species 17: People of the Forest 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 49: Tropical Treehouse 50: 400-acre Wood 51: Make Your Own Paper 52: A Look at Aluminum 69: Forest for the Trees 71: Watch on Wetlands 72: Air We Breathe 84: The Global Climate 90: The Native Way 91: In the Good Old Days 92: A Look at Lifestyles 93: Paper Civilizations 94: By the Rivers of Babylon
10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)	4: Sounds Around 12: Invasive Species 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 50: 400-acre Wood 52: A Look at Aluminum 59: Power of Print 69: Forest for the Trees 71: Watch on Wetlands 72: Air We Breathe 84: The Global Climate 89: Trees for Many Reasons 92: A Look at Lifestyles

<p>11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)</p>	<p>12: Invasive Species 29: Rain Reasons 39: Energy Sleuths 40: Then and Now 49: Tropical Treehouse 52: A Look at Aluminum 53: On the Move 71: Watch on Wetlands 84: The Global Climate 90: The Native Way 91: In the Good Old Days 94: By the Rivers of Babylon 95: Did You Notice?</p>
<p>12. Evaluate the effectiveness of an author’s purpose (ELA-7-M3)</p>	<p>5: Poet-Tree 18: Tale of the Sun 59: Power of Print 89: Trees for Many Reasons 90: The Native Way 91: In the Good Old Days</p>
<p>13. Analyze an author’s viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3)</p>	<p>59: Power of Print 89: Trees for Many Reasons 90: The Native Way 91: In the Good Old Days</p>
<p>14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: identifying cause-effect relationships; raising questions; reasoning inductively and deductively; generating a theory or hypothesis; skimming/scanning; distinguishing facts from opinions and probability (ELA-7-M4)</p>	<p>4: Sounds Around 5: Poet-Tree 12: Invasive Species 17: People of the Forest 18: Tale of the Sun 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 49: Tropical Treehouse 50: 400-acre Wood 52: A Look at Aluminum 69: Forest for the Trees 71: Watch on Wetlands 72: Air We Breathe 84: The Global Climate 89: Trees for Many Reasons 90: The Native Way 91: In the Good Old Days 92: A Look at Lifestyles 93: Paper Civilizations 94: By the Rivers of Babylon</p>

Writing Standard 2:	
15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following: a clearly stated focus or central idea; important ideas or events stated in a selected order; organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic; elaboration (anecdotes, relevant facts, examples, and/or specific details); transitional words and phrases that unify ideas and points; an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1)	12: Invasive Species
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)	12: Invasive Species 15: A Few of My Favorite Things 45: Web of Life 57: Democracy in Action
17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: word choices (diction) appropriate to the identified audience and/or purpose; vocabulary selected to clarify meaning, create images, and set a tone information/ideas selected to engage the interest of the reader; clear voice (individual personality); variety in sentence structure (ELA-2-M2)	12: Invasive Species 15: A Few of My Favorite Things 45: Web of Life 57: Democracy in Action
18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following: selecting topic and form; prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers); drafting; conferencing (e.g., peer and teacher); revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics); proofreading/editing; publishing using technology (ELA-2-M3)	12: Invasive Species 15: A Few of My Favorite Things 45: Web of Life 57: Democracy in Action
19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)	12: Invasive Species 15: A Few of My Favorite Things 45: Web of Life 57: Democracy in Action 59: Power of Print
20. Use the various modes to write compositions, including: short stories developed with literary devices; problem/solution essays; essays defending a stated position (ELA-2-M4)	17: People of the Forest 18: Tale of the Sun 57: Democracy in Action 59: The Power of Print 60: Publicize It! 88: Life on the Edge 96: Improve Your Place
21. Develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5)	17: People of the Forest 18: Tale of the Sun 26: Dynamic Duos 88: Life on the Edge

22. Write for a wide variety of purposes, including: persuasive letters that include appropriate wording and tone and that state an opinion; evaluations of advertisements, political cartoons, and speeches; text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)	59: Power of Print 60: Publicize It! 96: Improve Your Place
Writing/Proofreading Standard 3:	
23. Use standard English capitalization and punctuation consistently (ELA-3-M2)	
24. Write paragraphs and compositions following standard English structure and usage, including: varied sentence structures and patterns, including complex sentences; phrases and clauses used correctly as modifiers (ELA-3-M3)	
25. Apply knowledge of parts of speech in writing, including: infinitives, participles, and gerunds; superlative and comparative degrees of adjectives; adverbs (ELA-3-M4)	
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)	
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)	
Speaking and Listening Standard 4:	
28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)	17: People of the Forest 19: Viewpoints on the Line
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)	
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)	14: Renewable or NOT 16: Pass the Plants Please 51: Make Your Own Paper
31. State oral directions/procedures for tasks (ELA-4-M2)	31: Plant a Tree
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)	
33. Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion (ELA-4-M3)	
34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4)	
35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)	19: Viewpoints on the Line 33: Forest Consequences 55: Planning the Ideal Community 56: We Can Work It Out 88: Life on the Edge
36. Summarize a speaker's purpose and point of view (ELA-4-M4)	
37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA-4-M5)	

<p>38. Participate in group and panel discussions, including: explaining the effectiveness and dynamics of group process; applying agreed-upon rules for formal and informal discussions; assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)</p>	<p>14: Renewable or Not 19: Viewpoints on the Line 32: A Forest of Many Uses 33: Forest Consequences 50: 400-acre Wood 55: Planning the Ideal Community 56: We Can Work It Out</p>
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Information Resources
Standard 5:

<p>39. Locate and select information using organizational features of grade-appropriate resources, including: complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices); electronic storage devices (e.g., CD-ROMs, diskettes, software, drives); frequently accessed and bookmarked Web addresses; organizational features of electronic information (e.g. Web resources including online sources and remote sites) (ELA-5-M1)</p>	<p>12: Invasive Species 15: A Few of My Favorite Things 17: People of the Forest 19: Viewpoints on the Line 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 45: Web of Life 53: On the Move 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action 82: Resource Go Round 86: Our Changing World 88: Life on the Edge 96: Improve Your Place</p>
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<p>40. Locate and integrate information from a variety of grade-appropriate resources, including: multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias); electronic sources (e.g., Web sites, databases); other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)</p>	<p>12: Invasive Species 15: A Few of My Favorite Things 17: People of the Forest 19: Viewpoints on the Line 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 45: Web of Life 53: On the Move 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action 82: Resource Go Round 86: Our Changing World 88: Life on the Edge 96: Improve Your Place</p>
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<p>41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)</p>	<p>12: Invasive Species 15: A Few of My Favorite Things 17: People of the Forest 19: Viewpoints on the Line 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 45: Web of Life 53: On the Move 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action 82: Resource Go Round 86: Our Changing World 88: Life on the Edge 96: Improve Your Place</p>
<p>42. Gather and select information using data-gathering strategies/tools, including: Surveying; Interviewing; paraphrasing (ELA-5-M3)</p>	<p>12: Invasive Species 15: A Few of My Favorite Things 17: People of the Forest 19: Viewpoints on the Line 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 40: Then and Now 45: Web of Life 53: On the Move 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action 82: Resource Go Round 86: Our Changing World 88: Life on the Edge 96: Improve Your Place</p>
<p>43. Generate grade-appropriate research reports that include information presented in a variety of forms, including: visual representations of data/information; graphic organizers (e.g., outlines, timelines, charts, webs); works cited lists and/or bibliographies (ELA-5-M3)</p>	<p>12: Invasive Species 15: A Few of My Favorite Things 17: People of the Forest 19: Viewpoints on the Line 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 45: Web of Life 53: On the Move 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action 82: Resource Go Round 86: Our Changing World 88: Life on the Edge 96: Improve Your Place</p>

<p>44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4)</p>	<p>12: Invasive Species 15: A Few of My Favorite Things 17: People of the Forest 19: Viewpoints on the Line 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 45: Web of Life 53: On the Move 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action 82: Resource Go Round 86: Our Changing World 88: Life on the Edge 96: Improve Your Place</p>
<p>45. Give credit for borrowed information following acceptable use policy, including: Integrating quotations and citations; using endnotes; creating bibliographies and/or works cited lists (ELA-5-M5)</p>	<p>12: Invasive Species 15: A Few of My Favorite Things 17: People of the Forest 19: Viewpoints on the Line 29: Rain Reasons 33: Forest Consequences 39: Energy Sleuths 45: Web of Life 53: On the Move 55: Planning the Ideal Community 56: We Can Work It Out 57: Democracy in Action 82: Resource Go Round 86: Our Changing World 88: Life on the Edge 96: Improve Your Place</p>
<p>46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)</p>	<p>4: Sounds Around 29: Rain Reasons 38: Every Drop Counts 40: Then and Now 45: Web of Life 49: Tropical Treehouse 52: A Look at Aluminum 53: On the Move 54: I'd Like to Visit a Place Where... 59: Power of Print 82: Resource Go Round 83: A Peek at Packaging 85: In the Driver's Seat 86: Our Changing World 95: Did You Notice?</p>