

GRADE EIGHT GRADE LEVEL EXPECTATIONS CORRELATED TO ENERGY ACTIVITIES

Activity	Grade level	Concept emphasized	Science GLE	Social Studies GLE	Math GLE	Language Arts GLE
Energy and Society Activity Guide						
1: Energy Detectives	3-8	<p>*Energy is what powers all activities and cycles throughout the world.</p> <p>*All living things need energy.</p> <p>*People use energy in many different ways. Their use of energy has social, economic, environmental, and health impacts.</p> <p>*People’s energy use has changed over time and varies across societies.</p>				<p>28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)</p> <p>29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)</p> <p>30. Follow procedures from oral instructions (ELA-4-M2)</p> <p>31. State oral directions/procedures for tasks (ELA-4-M2)</p> <p>32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)</p> <p>34. Determine the credibility of the speaker (ELA-4-M4)</p> <p>35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)</p> <p>36. Summarize a speaker’s purpose and point of view (ELA-4-M4)</p> <p>38. Participate in group and panel discussions (ELA-4-M6)</p>

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2: May the Source Be With You	4-8	<ul style="list-style-type: none"> *There are multiple sources of energy. *The primary source of energy is the sun. *The sun's energy drives the earth's cycles. *People use energy from many different sources including the sun, wind, water, biomass, coal, geothermal, petroleum, natural gas and uranium. *Some sources of energy are renewable and others are nonrenewable. 	<p>23. Explain the processes of evaporation, condensation, precipitation, infiltration, transpiration, and sublimation as they relate to the water cycle (ESS-M-A10)</p>	<p>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)</p>		<ul style="list-style-type: none"> 4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3) 5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4) 9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1) 10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2) 14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4) GLE 15-20 and GLE 22-46
3: Energy Chains	5-8	<ul style="list-style-type: none"> *Energy is what powers all activities and cycles throughout the world. *There are multiple sources of energy. *The primary source of energy is the sun. *The sun's energy drives the earth's cycles. 	<p>23. Explain the processes of evaporation, condensation, precipitation, infiltration, transpiration, and sublimation as they relate to the water cycle (ESS-M-A10)</p>			<ul style="list-style-type: none"> 4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts (ELA-1-M3) 5. Interpret ideas and information in a variety

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3: Energy Chains						of texts and make connections to real-life situations and other texts (ELA-1-M4) GLE 15-20 and GLE 22-46
4: What Powers the Move?	3-8	<ul style="list-style-type: none"> *There are multiple sources of energy. *Some sources of energy are renewable and others are nonrenewable. *The energy choices societies make affect people’s lives and the whole planet. *Decisions about energy use must be made with both short- and long-term impacts in mind. *Individuals can impact the environment through their energy choices. *Active citizenship involves making informed decisions about energy uses. 	<p>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)</p> <p>51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)</p>	<p>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)</p> <p>14. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)</p> <p>15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2)</p> <p>16. Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)</p> <p>17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)</p> <p>41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)</p> <p>52. Explain how supply and demand affect prices (E-1B-M1)</p>	<p>6. Identify missing information or suggest a strategy for solving a real-life, rational-number problem (N-5-M)</p> <p>7. Use proportional reasoning to model and solve real-life problems (N-8-M)</p> <p>8. Solve real-life problems involving percentages, including percentages less than 1 or greater than 100 (N-8-M) (N-5-M)</p> <p>9. Find unit/cost rates and apply them in real-life problems (N-8-M) (N-5-M) (A-5-M)</p> <p>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)</p> <p>34. Determine what kind of data display is appropriate for a given situation (D-1-M)</p> <p>35. Match a data set or graph to a described situation,</p>	<p>5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4)</p> <p>9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1)</p> <p>10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)</p> <p>11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)</p> <p>14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4) GLE 15-20 and GLE 22-46</p>

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4: What Powers the Move?					and vice versa (D-1-M)	
5: In the Driver's Seat	5-8	<p>*People use energy in many different ways. Their use of energy has social, economic, environmental, and health impacts.</p> <p>*The energy choices societies make affect people's lives and the whole planet.</p> <p>*Decisions about energy use must be made with both short- and long-term impacts in mind.</p> <p>*The allocation of energy resources can lead to conflicts within and between societies.</p>	<p>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)</p> <p>51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)</p>	<p>3. Construct a map based on given narrative information (G-1A-M2)</p> <p>4. Construct a chart or diagram to display geographical information in an organized way (G-1A-M2)</p> <p>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)</p> <p>16. Analyze the distribution and uses of Louisiana's natural resources (G-1D-M3)</p> <p>17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)</p> <p>41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)</p> <p>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</p> <p>44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3)</p>	<p>6. Identify missing information or suggest a strategy for solving a real-life, rational-number problem (N-5-M)</p> <p>7. Use proportional reasoning to model and solve real-life problems (N-8-M)</p> <p>8. Solve real-life problems involving percentages, including percentages less than 1 or greater than 100 (N-8-M) (N-5-M)</p> <p>9. Find unit/cost rates and apply them in real-life problems (N-8-M) (N-5-M) (A-5-M)</p> <p>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)</p>	<p>4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts (ELA-1-M3)</p> <p>5. Interpret ideas and information in a variety of and make connections to real-life situations and other texts (ELA-1-M4)</p> <p>9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1)</p> <p>10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)</p> <p>11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)</p> <p>14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4)</p> <p>GLE 15-20 and GLE 22-46</p>

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5: In the Driver's Seat				52. Explain how supply and demand affect prices (E-1B-M1)		
6: Energy Challenge Game	4-8	All energy concepts				<p>28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)</p> <p>29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)</p> <p>30. Follow procedures from oral instructions (ELA-4-M2)</p> <p>31. State oral directions/procedures for tasks (ELA-4-M2)</p> <p>32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)</p> <p>34. Determine the credibility of the speaker (ELA-4-M4)</p> <p>35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)</p> <p>36. Summarize a speaker's purpose and point of view (ELA-4-M4)</p> <p>38. Participate in group and panel discussions (ELA-4-M6)</p>

PreK-8 Activity Guide

Activity	Grade level	Concept emphasized	Science GLE	Social Studies GLE	Math GLE	Language Arts GLE
14: Renewable or Not	4-8	*The standard of living of various peoples throughout the world depends on environmental quality, the availability, use and distribution of resources, and the	<p>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)</p> <p>51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)</p>	<p>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)</p> <p>14. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)</p> <p>15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2)</p> <p>16. Analyze the distribution and uses of Louisiana's natural resources (G-1D-M3)</p> <p>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)</p> <p>44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3)</p> <p>52. Explain how supply and demand affect prices (E-1B-M1)</p> <p>57. Explain reasons for trade between nations and the impact of international trade (E-1B-M6)</p>		<p>28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)</p> <p>29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)</p> <p>30. Follow procedures from oral instructions (ELA-4-M2)</p> <p>31. State oral directions/procedures for tasks (ELA-4-M2)</p> <p>32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)</p> <p>34. Determine the credibility of the speaker (ELA-4-M4)</p> <p>35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)</p> <p>36. Summarize a speaker's purpose and point of view (ELA-4-M4)</p> <p>38. Participate in group and panel discussions (ELA-4-M6)</p>

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36: Pollution Search	A: 2-6 B: PreK-2	<p>*Altering the environmental affects all life forms—including humans—and the interrelationships that link them.</p> <p>*Pollutants are harmful by-products of human and natural systems which can enter ecosystems in various ways.</p> <p>*Ecosystems possess measurable indicators of environmental health.</p> <p>*The application of scientific knowledge and technological systems can have positive or negative effects on the environment.</p>	<p>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)</p> <p>51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)</p>	<p>7. Explain how or why specific regions are changing as a result of physical phenomena (G-1B-M3)</p> <p>8. Identify and describe factors that cause a Louisiana region to change (G-1B-M3)</p> <p>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)</p>		<p>5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4)</p> <p>9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1)</p> <p>10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)</p> <p>11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)</p> <p>14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4)</p> <p>GLE 15-20 and GLE 22-46</p>
39: Energy Sleuths	4-8	<p>*Resource management technologies interact and influence environmental quality; the acquisition, extraction and transportation of natural resources; and all life forms.</p> <p>*While technology advances decrease the incidence of disease and death, the ever-increasing world population is placing heavy demands on the finite resources of the Earth.</p> <p>*By reducing waste and recycling materials, individuals and societies can extend the value and utility of resources and promote environmental quality.</p> <p>*Conservation and management technologies, when appropriately applied to</p>	<p>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)</p> <p>51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)</p>	<p>3. Construct a map based on given narrative information (G-1A-M2)</p> <p>4. Construct a chart or diagram to display geographical information in an organized way (G-1A-M2)</p> <p>7. Explain how or why specific regions are changing as a result of physical phenomena (G-1B-M3)</p> <p>8. Identify and describe factors that cause a Louisiana region to change</p>		<p>4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3)</p> <p>5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4)</p> <p>9. Demonstrate understanding of</p>

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39: Energy Sleuths		the use or preservation of natural resources, can enhance and extend the usefulness of the resource as well as the quality of the environment.		<p>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)</p> <p>14. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)</p> <p>15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2)</p> <p>16. Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)</p> <p>17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)</p>		<p>information in grade-appropriate texts using a variety of strategies, (ELA-7-M1)</p> <p>10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)</p> <p>11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)</p> <p>14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4)</p> <p style="text-align: center;">GLE 15-20 and GLE 22-46</p>
44: Water Wonders	4-8	<p>*In biological systems, energy flows and materials continually cycle in predictable and measurable patterns.</p> <p>*Conservation technology enables humans to maintain and extend the productivity of vital resources.</p> <p>*Populations of organisms exhibit variations in size and structure as a result of their adaptation to their habitats.</p>	<p>23. Explain the processes of evaporation, condensation, precipitation, infiltration, transpiration, and sublimation as they relate to the water cycle (ESS-M-A10)</p> <p>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)</p> <p>53. Distinguish among several examples of erosion (e.g., stream bank,</p>	<p>14. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)</p> <p>15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2)</p> <p>16. Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)</p> <p>17. Identify a contemporary Louisiana geographic issue, and research possible</p>		<p>28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)</p> <p>29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)</p> <p>30. Follow procedures from oral instructions (ELA-4-M2)</p> <p>31. State oral directions/procedures for tasks (ELA-4-M2)</p> <p>32. Adjust volume and inflection to suit the audience and purpose of</p>

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44: Water Wonders			topsoil, coastal) and describe common preventive measures (SE-M-A10) 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) 51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)	solutions (G-1D-M4)		presentations (ELA-4-M3) 34. Determine the credibility of the speaker (ELA-4-M4) 35. Deliver grade-appropriate persuasive presentations (ELA-4-M4) 36. Summarize a speaker's purpose and point of view (ELA-4-M4) 38. Participate in group and panel discussions (ELA-4-M6)
52: A Look at Aluminum	5-8	*Resource management and technological systems help societies to meet, within limits, the needs of a growing human population. *Conservation technology enables humans to maintain and extend the productivity of vital resources. *All humans consume products and thereby affect the availability of renewable and nonrenewable natural resources.	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) 51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)	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) 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) 44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3) 52. Explain how supply and demand affect prices (E-1B-M1)	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)	4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3) 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) 9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1) 10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g.,

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52: A Look at Aluminum						Web sites, interviews) to solve problems (ELA-7-M2) GLE 15-20 and GLE 22-46
53: On the Move	4-8	*The application of scientific knowledge and technological systems can have positive or negative effects on the environment. *Conservation technology enables humans to maintain and extend the productivity of vital resources.	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) 51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)	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) 7. Explain how or why specific regions are changing as a result of physical phenomena (G-1B-M3) 8. Identify and describe factors that cause a Louisiana region to change (G-1B-M3) 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) 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. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1) 15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2)	6. Identify missing information or suggest a strategy for solving a real-life, rational-number problem (N-5-M) 7. Use proportional reasoning to model and solve real-life problems (N-8-M) 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) 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) 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,	5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4) 9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1) 10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2) 14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4) GLE 15-20 and GLE 22-46

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53: On the Move				<p>16. Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)</p> <p>17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)</p> <p>44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3)</p> <p>52. Explain how supply and demand affect prices (E-1B-M1)</p>	and vice versa (D-1-M)	
55: Planning the Ideal Community	4-8	*Many cultures have beliefs, values, and traditions that shape human interactions with the environment and its resources.	<p>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)</p> <p>51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)</p>	<p>3. Construct a map based on given narrative information (G-1A-M2)</p> <p>4. Construct a chart or diagram to display geographical information in an organized way (G-1A-M2)</p> <p>7. Explain how or why specific regions are changing as a result of physical phenomena (G-1B-M3)</p> <p>8. Identify and describe factors that cause a Louisiana region to change (G-1B-M3)</p> <p>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)</p> <p>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)</p>		<p>5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4)</p> <p>9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1)</p> <p>10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)</p> <p>11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)</p> <p>14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4)</p> <p>GLE 15-20 and GLE 22-46</p>

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55: Planning the Ideal Community				<p>14. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)</p> <p>15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2)</p> <p>16. Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)</p> <p>17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)</p> <p>27. Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)</p> <p>44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3)</p> <p>52. Explain how supply and demand affect prices (E-1B-M1)</p>		
57: Democracy in Action	5-8	<p>*In democratic societies, citizens have a voice in shaping resource policies. They also share in the responsibility of conserving resources and behaving in an environmentally responsible manner.</p> <p>*In democratic societies, individuals and groups, working through governmental channels, can influence the way public and private lands and resources are managed.</p> <p>*Effective citizen involvement in the environmental decision-making process involves a careful study of all sides of the issues, along with ability to differentiate</p>		<p>26. List and apply criteria for evaluating rules and laws (C-1A-M7)</p> <p>27. Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)</p> <p>33. Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5)</p>		<p>4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3)</p> <p>5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4)</p>

Activity	Grade level	Concept emphasized	Science GLE	Social Studies GLE	Math GLE	Language Arts GLE
57: Democracy in Action		between honest, factually accurate information and propaganda.		41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)		GLE 15-20 and GLE 22-46
72: Air We Breathe	6-8	<p>*Pollutants are harmful by-products of human and natural systems which can enter ecosystems in various ways.</p> <p>*The structure and scale of an ecosystem are influenced by factors such as soil type, climate, availability of water, and human activities.</p> <p>*When the Earth is studied as an interacting ecological system, every action, regardless of its scale, affects the biosphere in some way.</p>	<p>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)</p> <p>51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)</p>	<p>15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2)</p> <p>17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)</p>		<p>4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3)</p> <p>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)</p> <p>14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4)</p> <p>GLE 15-20 and GLE 22-46</p>
73: Waste Watchers	4-8	<p>*Conservation and management technologies, when appropriately applied to the use or preservation of natural resources, can enhance and extend the usefulness of the resource as well as the quality of the environment.</p> <p>*If planned, constructed, and landscaped to be compatible with the environment in which they will be located, human-built environments can conserve resources, enhance environmental quality, and promote the comfort and well-being of those who will live within them.</p>	<p>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)</p> <p>51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)</p>	<p>7. Explain how or why specific regions are changing as a result of physical phenomena (G-1B-M3)</p> <p>8. Identify and describe factors that cause a Louisiana region to change (G-1B-M3)</p> <p>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)</p> <p>13. Describe factors that contribute to economic interdependence at the local,</p>	<p>6. Identify missing information or suggest a strategy for solving a real-life, rational-number problem (N-5-M)</p> <p>7. Use proportional reasoning to model and solve real-life problems (N-8-M)</p> <p>8. Solve real-life problems involving percentages, including percentages less than 1 or greater than 100 (N-8-M) (N-5-M)</p>	<p>4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3)</p> <p>5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4)</p> <p>9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies,</p>

Activity	Grade level	Concept emphasized	Science GLE	Social Studies GLE	Math GLE	Language Arts GLE
73: Waste Watchers				national, and global level, as related to Louisiana’s past and present (G-1C-M6) 41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5) 44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3) 52. Explain how supply and demand affect prices (E-1B-M1)	9. Find unit/cost rates and apply them in real-life problems (N-8-M) (N-5-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) 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)	(ELA-7-M1) 10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2) 14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4) GLE 15-20 and GLE 22-46
82: Resource Go Round	4-8	*Human societies and cultures throughout the world interact with each other and affect natural systems upon which they depend. *Consumers “drive” the marketplace with their demands for goods and services. Such demands shift with time and may have positive or negative effects on the availability of natural resources and environmental quality. *Industries usually respond to consumer demand for recyclable, recycled or otherwise environmentally friendly products.	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) 51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)	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) 41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5) 44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3) 52. Explain how supply and demand affect prices (E-1B-M1)		4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3) 5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4) 9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1) 10. Explain the

Activity	Grade level	Concept emphasized	Science GLE	Social Studies GLE	Math GLE	Language Arts GLE
82: Resource Go Round						relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2) 14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4) GLE 15-20 and GLE 22-46
85: In the Driver’s Seat	5-8	*By reducing waste and recycling materials, individuals and societies can extend the value and utility of resources and promote environmental quality. *Consumers “drive” the marketplace with their demands for goods and services. Such demands shift with time and may have positive or negative effects on the availability of natural resources and environmental quality. *Increased public knowledge of the environment and the need for conservation of natural resources have resulted in lifestyle changes in many cultures.	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) 51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)	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) 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. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1) 15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2) 16. Analyze the distribution and uses of Louisiana’s natural resources (G-1D-	6. Identify missing information or suggest a strategy for solving a real-life, rational-number problem (N-5-M) 7. Use proportional reasoning to model and solve real-life problems (N-8-M) 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) 11. Translate real-life situations that can be modeled by linear or exponential relationships to algebraic	4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3) 5. Interpret ideas and information in a variety of and make connections to real-life situations and other texts (ELA-1-M4) 9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1) 10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)

Activity	Grade level	Concept emphasized	Science GLE	Social Studies GLE	Math GLE	Language Arts GLE
85: In the Driver's Seat				M3) 17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4) 41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5) 44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3) 52. Explain how supply and demand affect prices (E-1B-M1)	expressions, equations, and inequalities (A-1-M) (A-4-M) (A-5-M)	14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4) GLE 15-20 and GLE 22-46
86 Our Changing World	5-8	*Ecosystems change over time through patterns of growth and succession. They are also affected by other phenomena such as disease, insects, fire, weather and human intervention. *Our increasing knowledge of the Earth's ecosystems influences strategies used for forest management and environmental stewardship. *Altering the environment affects all life forms—including humans—and the interrelationships that link them.	51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)	7. Explain how or why specific regions are changing as a result of physical phenomena (G-1B-M3) 8. Identify and describe factors that cause a Louisiana region to change (G-1B-M3) 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) 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. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life		4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3) 5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4) 9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1) 10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g., Web sites, interviews) to

Activity	Grade level	Concept emphasized	Science GLE	Social Studies GLE	Math GLE	Language Arts GLE
86 Our Changing World				(G-1D-M1) 15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2) 16. Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3) 17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)		solve problems (ELA-7-M2) 14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4) GLE 15-20 and GLE 22-46
92: A Look at Lifestyles	5-8	*Increased public knowledge of the environment and the need for conservation of natural resources have resulted in lifestyle changes in many cultures. *Humans throughout the world create differing social, cultural and economic systems and organizations to help them meet their physical and spiritual needs. *The standard of living of various peoples throughout the world depends on environmental quality, the availability, use and distribution of resources, and the societies’ political structure and culture.	51. Analyze the consequences of human activities on global Earth systems (SE-M-A4)	15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (G-1D-M2) 41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5) 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)		4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, (ELA-1-M3) 5. Interpret ideas and information in a variety of texts and make connections to real-life situations and other texts (ELA-1-M4) 9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, (ELA-7-M1) 11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2) 14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, (ELA-7-M4) GLE 15-20 and GLE 22-46

