

# PLT's Energy and Society Correlations to the Utah Core Curriculum

## 1<sup>st</sup> Grade

Standard I: Students will develop a sense of self.

Objective 2: Develop and demonstrate skills in gross and fine motor movement.

**Activity 1, Variation:** Energy Detectives, *Variation for Younger Students (PreK-2)*

## 2<sup>nd</sup> Grade

Standard I: Students will develop a sense of self.

Objective 2: Develop and apply skills in fine and gross motor movement.

**Activity 1, Variation:** Energy Detectives, *Variation for Younger Students (PreK-2)*

## 3<sup>rd</sup> Grade

No correlations

## 4<sup>th</sup> Grade

### *Language Arts*

Standard 4040-09: Students develop oral language to communicate effectively for various purposes and audiences.

Objective 02: Use oral language to present information.

**Activity 2 (indirect):** May the Source Be with You

## 5<sup>th</sup> Grade

### *Health Education*

Standard 7: The students will understand the value of service and effective consumer practices.

Objective 1: Participate in service-learning that assists the preservation of natural resources.

**Action Project:** School Energy Patrol

### *Language Arts*

Standard 4050-07: Students use process strategies to create text.

**Action Project:** Energy Newsletter

Standard 4050-10: Students develop oral language to communicate effectively for various purposes and audiences.

Objective 02: Use oral language to present information.

**Activity 2 (indirect):** May the Source Be with You

## 6<sup>th</sup> Grade

### *Language Arts*

Standard 4060-07: Students use process strategies to create text.

**Action Project:** Energy Newsletter

Standard 4060-10: Students develop oral language to communicate effectively for various purposes and audiences.

Objective 02: Use oral language to present information.

**Activity 2 (indirect):** May the Source Be with You

### *Science*

Standard 6: Students will understand properties and behavior of heat, light, and sound.

Objective 1: Investigate the movement of heat between objects by conduction, convection, and radiation.

Indicator a: Compare materials that conduct heat to materials that insulate the transfer of heat energy.

**Science Fair Project:** Which insulating material keeps an ice cube cold the longest?

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

Indicator b: Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.

**Science Fair Project:** How do size, shape and material of an object affect the type of sound produced?

## 7<sup>th</sup> Grade

### *Language Arts*

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

**Action Project:** Energy Newsletter

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

Objective 02: Demonstrate competency in writing INFORMATIONAL text.

**Action Project:** Energy Newsletter

## 8<sup>th</sup> Grade

### *Language Arts*

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

**Action Project:** Energy Newsletter

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

Objective 02: Demonstrate competency in writing INFORMATIONAL text.

**Action Project:** Energy Newsletter

### *Science*

Standard 3240-03: Students will relate forces and energy to motion.

Objective 02: Identify the role of energy in motion.

**Activity 1:** Energy Detectives

Indicator: Identify forms and sources of energy (e.g., light, heat, mechanical, nuclear, chemical).

**Activity 2:** May the Source Be with You

Objective 03: Analyze energy movement and transformations.

**Activity 3:** Energy Chains

Objective 04: Explain the energy implications of technologies in society.  
**Case Studies:** Energy Then, Energy Now