## PROJECT LEARNING TREE

### Energy and Society

6th grade

Correlation to the Texas Essential Knowledge and Skills

<table>
<thead>
<tr>
<th>Students are expected to:</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>6.17D produce a multimedia presentation involving text and graphics using available technology</td>
<td>2</td>
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<tr>
<td>6.28A participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement</td>
<td>2</td>
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<tr>
<td><strong>Math</strong></td>
<td></td>
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<tr>
<td>6.10B identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data</td>
<td>5</td>
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<tr>
<td>6.10D solve problems by collecting, organizing, displaying, and interpreting data</td>
<td>5</td>
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<tr>
<td>6.11A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics</td>
<td>5</td>
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<tr>
<td><strong>Science</strong></td>
<td></td>
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<tr>
<td>6.2B design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology</td>
<td>5</td>
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<tr>
<td>6.2C collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers</td>
<td>1</td>
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<tr>
<td>6.7A research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources</td>
<td>2, 3, 4, 5</td>
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<tr>
<td>6.7B design a logical plan to manage energy resources in the home, school, or community</td>
<td>2, 4</td>
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<tr>
<td>6.8A compare and contrast potential and kinetic energy</td>
<td>1, 3</td>
</tr>
<tr>
<td>6.9A investigate methods of thermal energy transfer, including conduction, convection, and radiation</td>
<td>3</td>
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<tr>
<td>6.9B verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting</td>
<td>3</td>
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<tr>
<td>6.9C demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Social Studies</th>
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<tr>
<td>6.6B identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber</td>
<td>2</td>
</tr>
<tr>
<td>6.7B identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure</td>
<td>4</td>
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<tr>
<td>6.22D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research</td>
<td>2</td>
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