

E-21 Project Annotated Bibliography¹

1. AAAS. (June 2005). American Association for the Advancement of Science: Center for Curriculum Materials in Science. <http://www.aaas.org/programs/centers/curriculum/>

This site describes the workings of the Center for Curriculum Materials in Science, the development of which was funded by NSF. Replenishing and diversifying the instructional workforce, K-16, and conducting ongoing research related to learning and teaching across the spectrum of these activities are clear national needs and are in the goals of this center. The center's partnering institutions have agreed to build up the field of professionals with advanced degrees who will become the future designers of instructional materials; to train science teachers and other professionals; and to conduct research that will guide the development of exemplary instructional materials for science.

2. AAAS. (June 2005). American Association for the Advancement of Science: Centers. <http://www.aaas.org/programs/centers/>

AAAS Centers bring together people from many units, thus creating strengths throughout the Association to improve its overall impact worldwide. This site provides links to the following Centers: Center for Advancing Science and Engineering Capacity, Center for Careers in Science & Technology, Center for Curriculum Materials in Science, Center for Public Engagement, Center for Science, Technology, and Congress, Center for Science Technology, & Security Policy, and Center for Science, Innovation, & Sustainability. Following are descriptions of two of the center most closely related to curriculum.

3. AAAS. (June 2005). American Association for the Advancement of Science: Programs in Education. <http://www.aaas.org/programs/education/SchTeachLib/index.shtml>

AAAS works to develop programs to improve teaching and learning in science and technology.

4. AAAS. (June 2005). American Association for the Advancement of Science: Programs: Education. http://www.project2061.org/default_flash.htm

This site provides links to 2061 Project sites including curriculum materials, learning goals, testing and assessment, teaching and learning, and family and community. Other links are to New & Popular, The Center for Curriculum Materials in Science, Partnership for Science Literacy, Professional Development Workshops, and Project 2061 Online Tools.

¹ In most cases, abstract text was provided by the cited resource.

5. AAAS. (June 2005). American Association for the Advancement of Science: Programs: Education: Project 2061 Online Tools.
<http://www.project2061.org/publications/toolWeb.htm>

This site provides a list of links to AAAS Tools for Educators including Science for All Americans, Benchmarks, Blueprints for Reform, Resources for Science Literacy: Professional Development, Dialogue on Early Childhood Science, Mathematics, and Technology Education, and evaluations of math and science textbooks.

6. AAAS. (June 2005). American Association for the Advancement of Science: Science NetLinks. <http://www.sciencenetlinks.com/>

Science NetLinks is a guide to meaningful standards-based Internet experiences for students and a source of a wealth of resources for K-12 science educators. All Science NetLinks resources support standards-based teaching and learning, and are reviewed by the Science NetLinks Board of Reviewing Editors according to rigorous review criteria. To help educators integrate Science NetLinks resources into a standards-based curriculum, all site content is organized around the Benchmarks for Science Literacy. These benchmarks are a set of science literacy goals developed through Project 2061, AAAS's long-term initiative to reform K-12 science education.

7. ABA. (June 2005). American Bioenergy Association. <http://www.biomass.org/>

The American Bioenergy Association is a leading voice in the U.S. for the biomass energy industry, advocating for expanded production of power, transportation fuels and chemicals from biomass. Working with policy makers, regulators, business and environmental communities, the ABA is building bioenergy markets and federal support, including tax incentives, research and development investments, procurement opportunities and other policies accelerating the expansion of bioenergy and bioenergy infrastructure. The ABA's goals include: maximizing the use of renewable biomass for transportation fuels, electric power generation and chemicals in domestic and international markets; promoting development of biomass feedstock infrastructure and supporting the emerging biomass feedstock community; providing effective and coherent representation for ABA members' interests in federal, state, local and international fora; and expanding and improving bioenergy industries' ability to communicate with each other, with the federal government and with the renewable and conventional energy sectors.

8. AHA. (June 2005). American Hydrogen Association. <http://www.clean-air.org/>

The American Hydrogen Association (AHA) is a non-profit association of individuals and institutions, technical and non-technical, who are dedicated to the advancement of inexpensive, clean and safe hydrogen energy systems.

9. ASE. (June 2005). Alliance to Save Energy. <http://www.ase.org/>

The Alliance to Save Energy promotes energy efficiency worldwide to achieve a healthier economy, a cleaner environment, and greater energy security. Energy efficiency is the quickest, cheapest, cleanest way to extend our world's energy supplies.

10. ASE. (June 2005). Alliance to Save Energy: Educators.
http://www.ase.org/section/_audience/educators/

Schools spend more on energy than on computers and textbooks combined. Reducing energy use is an effective way to help cash-strapped schools funnel more money into the classroom instead of the local utility. Just as important, the concept of energy efficiency provides multidisciplinary learning opportunities in math, science, and language arts. The Alliance to Save Energy offers educators a wide range of tools and resources to bring energy efficiency into the classroom to save energy while helping students build vital real-world skills.

11. ASE. (June 2005). Alliance to Save Energy: Educators: Lesson Plans.
http://www.ase.org/section/_audience/educators/lessons/

Teachers around the nation told us that they would like free, hands-on, multidisciplinary lesson plans in the hot area of energy. We have obtained rights for the lesson plans here for your classroom use. A number of them are used in the Alliance to Save Energy's Green Schools Program—a unique, collaborative effort by teachers, administrators, and facilities and maintenance staff which reduces school energy costs at the same time it educates students.

12. AWEA. (June 2005). American Wind Energy Association. <http://www.awea.org/>

The American Wind Energy Association (AWEA) promotes wind energy as a clean source of electricity for consumers around the world. AWEA is a national trade association that represents wind power plant developers, wind turbine manufacturers, utilities, consultants, insurers, financiers, researchers, and others involved in the wind industry -- one of the world's fastest growing energy industries. In addition, AWEA represents hundreds of wind energy advocates from around the world.

13. Broda, C. M., D. E. Weinstein, et al. (2004). Happy news from the dismal science: Reassessing the Japanese fiscal policy and sustainability. Cambridge, Mass., National Bureau of Economic Research.

14. California Energy Commission. (June 2005).
<http://www.energyquest.ca.gov/index.html>

Energy Quest is the award-winning energy education website of the California Energy Commission. It debuted on the World Wide Web on October 1, 1995, to celebrate October as National Energy Awareness Month! Our newly updated version (EQ v. 2.0) debuted Memorial Day, May 27, 2002. Energy is an integral part of our daily lives. Without energy our society would decay into pre-historic savagery. Teaching an "energy ethic" to conserve finite resources is essential to our energy future, which is currently dependent on fossil fuels. We also must rely on our youth to help us create new ways to harness the elemental forces of our planet and the universe. They are tomorrow's scientists and inventors. They will discover new means of energy production and innovative ways to use less energy. We hope Energy Quest will answer their questions and spur creativity and imagination. Information on our site was developed and maintained by the Media & Public Communications Office of the Commission in consultation with Commission staff and educational experts.

15. Center for Science Education (EDC) (2005). Curriculum Profiles. Newton, MA: 117.

Reviews major contemporary science programs. Materials cited here appear to be exemplary EDC-related projects, most funded by NSF. This is one of our filters for "exemplary."

16. DOE. (June 2005). United States Department of Energy.
<http://www.doe.gov/engine/content.do>

The Department of Energy's overarching mission is to advance the national, economic and energy security of the United States; to promote scientific and technological innovation in support of that mission; and to ensure the environmental cleanup of the national nuclear weapons complex. The four strategic goals are: Defense Strategic Goal, Energy Strategic Goal, Science Strategic Goal, and Environment Strategic Goal.

17. DOE. (June 2005). United States Department of Energy: Energy Efficiency and Renewable Energy. <http://www.eere.energy.gov/>

A DOE site that's a gateway to hundreds of Web sites and thousands of online documents on energy efficiency and renewable energy.

18. DOE. (June 2005). United States Department of Energy: Energy Efficiency and Renewable Energy's Alternative Fuels Data Center.
http://www.eere.energy.gov/afdc/resources/educational_tools.html

This site contains valuable information about alternative fuels and vehicles for teachers and students in kindergarten through 12th grade. Students in grades K through 12 can find fun activities, workbooks, and competitions that enhance their science

studies. Elementary, middle school, and high school teachers will find a wide array of curriculum ideas to help their students better understand the alternatives to fossil fuels and internal combustion engines.

19. DOE. (June 2005). United States Department of Energy: Energy Efficiency and Renewable Energy's Biomass Program. <http://www.eere.energy.gov/biomass/>

The U.S. Department of Energy (DOE) Biomass Program develops technology for conversion of biomass (plant-derived material) to valuable fuels, chemicals, materials and power, so as to reduce dependence on foreign oil and foster growth of biorefineries. Biomass is one of our most important energy resources. The largest U.S. renewable energy source every year since 2000, it also provides the only renewable alternative for liquid transportation fuel. Biomass use strengthens rural economies, decreases America's dependence on imported oil, avoids use of MTBE or other highly toxic fuel additives, reduces air and water pollution, and reduces greenhouse gas emissions. Today's biomass uses include ethanol, biodiesel, biomass power, and industrial process energy.

20. DOE. (June 2005). United States Department of Energy: Energy Efficiency and Renewable Energy's Biomass Program: Information Resources for Students. http://www.eere.energy.gov/biomass/for_students.html

This site is designed by DOE's Biomass Program. The material in this site is duplicated in places throughout the DOE website but most of the information in this site is specifically designed to address the topic of biomass when discussing energy education. This site is designed specially to make it easier for students to learn about biomass. Whether you need to write a research paper or are just curious, this information may help you get started - it covers the basics, but also connects you to more advanced information. Topics include: ABC's of Biofuels, ABC's of Biopower, ABC's of Bioproducts, a Student Glossary (since biomass technology has its own vocabulary, this glossary may help the audience better understand the information. The glossary for researchers is also available if you need more technical definitions) as well as a Bioenergy Conversion Factors (which is a handy set of energy unit conversions and energy content values for biomass.) The material on this site is divided according to the grade-level of the respected audience. The more advanced or technically oriented student should visit our technology pages (which are linked through out site) for a detailed description of biomass technologies being researched by the Biomass Program. Also, the publications page is a good resource for searching for biomass related documents.

21. DOE. (June 2005). United States Department of Energy: Energy Efficiency and Renewable Energy's Dr. E's Energy Labs. <http://www.eere.energy.gov/kids/>

This site appears to be designed for students K-8. The site is very interactive and has animations and characters that take the audience through energy related topics. The topics in the site include general information about renewable energy, tips on increasing energy efficiency, alternative fuels, wind energy, solar energy, and geothermal energy. The links on the main page take the viewer to pages within the site that have materials

and resources related to that specific topic. Materials and resources include project ideas, lesson, and sample tips on how to implement activities in your home.

22. DOE. (June 2005). United States Department of Energy: Energy Efficiency and Renewable Energy's Energy Education and Training: Learning About Energy.
<http://www.eere.energy.gov/education/learning.html>

This site provides a list of resources that helps teachers teach about energy, especially about energy efficiency and renewable energy. Materials are divided into age categories and topic. This site is an easy way to find grade-appropriate lesson plans and curriculum for teaching energy topics. Links are also provided in this site to science projects and activities for the classroom or home, as well as student contests and energy education programs, which offer additional learning opportunities.

23. DOE. (June 2005). United States Department of Energy: Energy Efficiency and Renewable Energy's Energy Education and Training: School Buildings and Buses.
<http://www.eere.energy.gov/education/schools.html>

This site addresses energy education that deal specifically with school buildings and buses. This site provides a series of resources for helping schools in K-12 and higher education reduce energy consumption in buildings and buses on their respective campus.

24. DOE. (June 2005). United States Department of Energy: Energy Efficiency and Renewable Energy's Hydrogen, Fuels Cells and Infrastructure Technologies Program.
<http://www.eere.energy.gov/hydrogenandfuelcells/education/educators.html>

This site is designed to reach a wide audience. The information and resources of this site can be used in fifth-grade general science or advanced electrochemistry. The Hydrogen, Fuel Cells & Infrastructure Technologies Program has compiled materials to help teachers educate students about fuel cells at all levels, from middle school through college. These include lesson plans, classroom activities and visual aids, and a listing of teacher workshops for middle school and high school teachers, as well as textbooks and other reading materials for college-level science and engineering students. The site is divided into two sections. The first section is Classroom Materials for Grades 5-12 (and includes materials such as lesson plans, laboratory experiments, videos, and teacher workshops). The second section is College-Level Materials (and includes textbooks and other reading materials for college-level students).

25. DOE. (June 2005). United States Department of Energy: Energy Efficiency and Renewable Energy: Energy Education and Training: Energy Education Programs.
http://www.eere.energy.gov/education/energy_education.html

This site is mainly linked to programs that support energy education. It serves mainly as an information page with links to outside sources.

26. DOE. (June 2005). United States Department of Energy: Energy Information Administration. <http://www.eia.doe.gov>

This site publishes and makes official energy statistics from the US government available to the public. Energy consumption and distribution are tracked and monitored according to the type of fuel, as well as by spatially by looking at statistics by specific region.

27. DOE. (June 2005). United States Department of Energy: Energy Information Administration's Energy Kid's Page. <http://www.eia.doe.gov/kids/>

This site contains information that have been placed into several categories. The categories include energy facts (such as sources of energy like oil, gas, and solar; uses of energy; sources of energy; saving energy), fun and games (such as quizzes; puzzles; field trips; coloring books), energy history (such as timelines; famous people in energy), classroom activities (such as classroom activities for students in K-12; experiments; energy news; classroom resources), related link (such as other energy programs and educational sites) and a glossary (which defines terms and concepts that are used throughout the internet site).

28. DOE. (June 2005). United States Department of Energy: Energy Information Administration's Nuclear Power. <http://www.eia.doe.gov/fuelnuclear.html>

This brief summary is designed to help data users acquire a general understanding of how nuclear power is used to generate electricity. The focus of this introduction is on the nuclear fuel cycle including the following: uranium mining, nuclear fuel fabrication, nuclear generation, spent fuel, reprocessing, and nuclear waste. Diagrams of reactors are provided to enhance understanding.

29. DOE. (June 2005). United States Department of Energy: Kids Zone. http://energy.gov/engine/content.do?BT_CODE=KIDS

Our vision is to provide online energy and science education. Our mission is to create a friendly portal through which energy and science education resources can be accessed and enjoyed. Energy can be understood through science, engineering, social systems, and education. It is the common thread that puts energy-related patterns of relationships into perspective. One goal is to present various roadmaps to learning this concept - including one or more that match your own preferred learning styles. This concept is viewed through the eyes of Electra, the hands of Geo, and Windy's patterns.

30. DOE. (June 2005). United States Department of Energy: Office of Fossil Energy's Education Resources. <http://fossil.energy.gov/education/energylessons/index.html>

This site has information for elementary and middle school students about the use and distribution of fossil fuels as a natural resource. The lessons and materials are geared for children K-8. The Energy Department's Fossil Energy organization is made up of

about 1000 scientists, engineers, technicians and administrative staff. The Office of Fossil Energy is responsible for several high-priority Presidential initiatives including implementation of the Administration's \$2 billion, 10-year initiative to develop a new generation of environmentally sound clean coal technologies, the \$1 billion FutureGen project to develop a pollution-free plant to co-produce electricity and hydrogen, and the nation's Strategic Petroleum Reserve and Northeast Home Heating Oil Reserve, both key emergency response tools available to the President to protect Americans from energy supply disruptions.

31. DOE. (June 2005). United States Department of Energy: Office of Nuclear Energy, Science, and Technology. <http://www.ne.doe.gov/>

On May 27, 2005 the Department issued reports on its Nuclear Energy Research Initiative (NERI) and International Nuclear Energy Research Initiative (I-NERI) programs. These programs support the National Energy Policy by conducting research to advance nuclear science and technology in the United States. Both programs address key technical issues impacting the expanded use of nuclear energy. All new projects awarded on these programs directly support the applied research needs of the Generation IV Nuclear Energy Systems Initiative, the Advanced Fuel Cycle Initiative, or the Nuclear Hydrogen Initiative. The reports summarize research progress for projects awarded in FY 2001-2004. The NERI and I-NERI reports were distributed to Congressional members, the Nuclear Energy Research Advisory Committee, national laboratories, university, industry and international participants in the NERI and I-NERI programs.

32. DOE. (June 2005). United States Department of Energy: Office of Science. <http://www.sc.doe.gov/>

This site is designed to be a link between the Office of Science in the DOE and the teachers who will eventually use the curriculum that is designed. The Office of Science itself is the single largest supporter of basic research in the physical sciences in the United States, providing more than 40 percent of total funding for this vital area of national importance. It oversees - and is the principal federal funding agency of - the Nation's research programs in high-energy physics, nuclear physics, and fusion energy sciences. The Office of Science manages fundamental research programs in basic energy sciences, biological and environmental sciences, and computational science. In addition, the Office of Science is the Federal Government's largest single funder of materials and chemical sciences, and it supports unique and vital parts of U.S. research in climate change, geophysics, genomics, life sciences, and science education. The Office of Science manages this research portfolio through five interdisciplinary program offices: Advanced Scientific Computing Research, Basic Energy Sciences, Biological and Environmental Research, Fusion Energy Sciences, and High Energy Physics and Nuclear Physics. In addition, the Office of Science sponsors a range of science education initiatives through its Workforce Development for Teachers and Scientists program.

33. DOE. (June 2005). United States Department of Energy: Teachers and Students.
http://energy.gov/engine/content.do?BT_CODE=TEACHERSSTUDENTS

DOE's education programs help ensure an adequate supply of scientists, engineers and technicians for energy-related research, production activities, and the transfer of technology. The advancement of science, mathematics and technology education is an essential part of DOE's mission.

34. DRI. (June 2005). Desert Research Institute. <http://www.dri.edu/>

The Desert Research Institute (DRI) is the nonprofit research campus of the Nevada System of Higher Education (NSHE), which is overseen by Chancellor Jim Rogers and a 13-member Board of Regents. DRI is a unique blending of academia and entrepreneurship. From our desert home in Nevada, DRI employs more than 500 faculty, support staff, and students who are engaged in a research enterprise generating approximately \$45 million in total annual revenue. At any give time, DRI is engaged in about 300 scientific research projects from our main research campuses in Las Vegas (Southern Nevada Science Park) and Reno Dandini Research Park, with subsidiary campuses in Boulder City, Nevada and Steamboat Springs, Colorado. DRI's environmental research programs are directed from three core divisions Atmospheric Sciences, Earth and Ecosystem Sciences, and Hydrologic Sciences and three interdisciplinary centers Center for Arid Lands Environmental Management, the Center for Watersheds and Environmental Sustainability and the Frank H. Rogers Center for Environmental Remediation and Monitoring (CERM). Grounded in fundamental research, we provide our sponsors and clients with innovative solutions to pressing environmental problems as we balance the need to develop resources while protecting and sustaining the environment. For the people of Nevada, our commitment is the application of our scientific understanding to the effective management of all the State's natural resources while meeting needs for economic diversification and science-based educational opportunities.

35. DRI. (June 2005). Desert Research Institute: Hydrogen Fuel Cell Program.
<http://www.dri.edu/Projects/Energy/>

This DOE site has links to information on hydrogen fuel cell information: Fuel Cells, Fuel Cell Basics, Fuel Cell Vehicle Design, Renewable, Hydrogen-Based Energy for Isolated Communities, Renewable, Hydrogen-based Energy Solutions for Nevada, Energy Research and Development at DRI: Important for the U.S. and the World, Energy and fuel cell efforts: Creating Economic Opportunity for Nevada.

36. DSIRE. (June 2005). Database of State Incentives for Renewable Energy.
<http://www.dsireusa.org/library/includes/map2.cfm?CurrentPageID=1&State=PA>

Established in 1995, the Database of State Incentives for Renewable Energy (DSIRE) is an ongoing project of the Interstate Renewable Energy Council (IREC), funded by the U.S. Department of Energy and managed by the North Carolina Solar

Center. DSIRE has a section that features reports, technical papers, and presentations authored by DSIRE staff from 1997 to the present. Publications related to the DSIRE project co-authored with renewable energy colleagues in academia, government, and private practices are also included.

Another page has links to government agencies, non-profit organizations, academic institutions, and other organizations that provide renewable and sustainable energy information

37. DTI. (July 2005). The Department of Trade and Industry.
<http://www.dti.gov.uk/renewables/index.htm>

We have created this site to be a definitive and up-to-date resource on renewable energy, what it is and why we need it. It combines facts and figures with real-life examples and links to further information. We address the environmental and community issues affecting planners and local councillors and the economic and financial issues affecting potential investors. We believe It's Only Natural that you should want to know more about renewable energy.

38. EDC. (June 2005). Education Development Center, Inc. <http://main.edc.org>

Non-profit educational R&D firm.

39. ENC. (June 2005). Eisenhower National Clearinghouse for Mathematics and Science Education. <http://www.enc.org/>

The mission of the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) is to identify effective curriculum resources, create high-quality professional development materials, and disseminate useful information and products to improve K-12 mathematics and science teaching and learning.

40. ENC (1994). Renewables are ready: a guide to teaching renewable energy in junior and senior high school classrooms, Union of Concerned Scientists.

The mission of the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) is to identify effective curriculum resources, create high-quality professional development materials, and disseminate useful information and products to improve K-12 mathematics and science teaching and learning.

41. EPA. (June 2005). United States Environmental Protection Agency. <http://epa.gov/>

The mission of the Environmental Protection Agency is to protect human health and the environment. Since 1970, EPA has been working for a cleaner, healthier environment for the American people. EPA leads the nation's environmental science, research, education and assessment efforts. The EPA's main focus is to develop and enforce regulations, offer financial assistance, perform environmental research, sponsor voluntary partnerships and programs, further environmental education, and publish

information (through written materials and internet to inform the public about our activities.

42. EPA. (June 2005). United States Environmental Protection Agency: Educational Resources. <http://www.epa.gov/epahome/educational.htm>

This site provides a list of resources and materials in five main categories: Kids, Students, High School, Teachers, Office of Environmental Education, and Researchers. The resources and materials are categorized according to the age of the audience.

43. EPA. (June 2005). United States Environmental Protection Agency: Energy Star Education Program. <http://www.epa.gov/nrgystar/archive/kids.html>

Energy Star is a government-backed program helping businesses and individuals protect the environment through superior energy efficiency. Results are already adding up. In 2004 alone, Americans, with the help of Energy Star, saved enough energy to power 24 million homes and avoid greenhouse gas emissions equivalent to those from 20 million cars - all while saving \$10 billion. This site provides links to the materials provided through the U.S. EPA in conjunction with the Energy Star program. The site provides educational information in several different categories: for the home, for businesses, for small businesses, for government agencies and offices, for schools, for congregations, and also a special section devoted to Energy Star as it relates to small children and teaching small children amount energy conservation.

44. EPA. (June 2005). United States Environmental Protection Agency: Environmental Education (EE). <http://www.epa.gov/enviroed/>

Environmental education (EE) increases public awareness and knowledge of environmental issues and challenges. Through EE, people gain an understanding of how their individual actions affect the environment, acquire skills that they can use to weigh various sides of issues, and become better equipped to make informed decisions. EE also gives people a deeper understanding of the environment, inspiring them to take personal responsibility for its preservation and restoration. This site provides resources and materials in several different categories: EE Grants Program, National Network for Environmental Management Studies (NNEMS) Fellowships, Educator Training Programs, President's Environmental Youth Awards (PEYA), Resources and Publications, Advisory Groups, Partnerships, Guidelines and Assessment Tools.

45. EPA. (June 2005). United States Environmental Protection Agency: Environmental Kids Club. <http://www.epa.gov/kids/>

This site is designed for students ages 4-10 (Pre-K through 4th grade). This site provides resources and materials in several different categories: air, water, garbage and recycling, plants and animals, and you and your environment. Additional resources and materials include an art room, game room, science room, trophy case, and a section in which students can ask EPA professionals questions and receive feedback.

46. EPA. (June 2005). United States Environmental Protection Agency: High School Environmental Center. <http://www.epa.gov/highschool/>

This site is designed for high school students (9th through 12th grade). This site provides resources and materials in several different categories: air (acid rain, air pollution, climate change, global warming, ozone, UV radiation), Waste and Recycling (hazardous waste, recycling, solid waste, and Superfund), Water (drinking water, wastewater, ground water, water pollution, and oil spills), Conservation (endangered species, energy conservation, soil conservation, and water conservation), Ecosystems (coral reefs, ecological indicators, forests, habitats, watersheds, and wetlands), Your Neighborhood (local data, maps, and community issues), and Health and Safety (asthma, lead, mercury, pesticides, radon, sun protection).

47. EPA. (June 2005). United States Environmental Protection Agency: Mid-Atlantic Environmental Education Resources: Teachers' Resource Guide- Energy Conservation. <http://www.epa.gov/Region3/ee/trgec.htm>

This site provides links to sites outside of the U.S. EPA website, to energy education provides such as: Alliance to Save Energy, Energy Quest, Florida Solar Energy Center (FSEC), and the Sunsite Funsite. These sites listed above provide programs and reference material to visitors of the Mid-Atlantic Environmental Education site.

48. EPA. (June 2005). United States Environmental Protection Agency: Student Center. <http://www.epa.gov/students/>

This site is designed for middle school students (5th through 8th grade). This site provides resources and materials in several different categories: air, water, waste and recycling, conservation, environmental basics, human health, ecosystems, and in your neighborhood. Additional resources and materials include an environmental club project suggestions, information about environmental careers, information about environmental internships, information about environmental scholarships, environmental youth awards, and fun activities.

49. EPA. (June 2005). United States Environmental Protection Agency: Teaching Center. <http://www.epa.gov/teachers/>

This site is designed for teachers. This site provides resources and materials in several different categories: Curriculum Resources (lesson plans and activities), Background Information (learn more about a world of environmental topics), Awards, Community Service Projects, Students Jobs and Scholarships, Grants, Workshops and Conferences, Publications, and links to other education sites that have additional information, activities, curricula, and contacts.

50. FSEC. (June 2005). Florida Solar Energy Center. <http://www.fsec.ucf.edu/>

For more than 20 years, the Florida Solar Energy Center has been a leader in renewable energy and energy efficiency research and training. FSEC is also distinguished as the largest and most active state-supported research and training institute in the United States in the area of renewable energy and building energy efficiency. There are nearly a hundred professionals on staff with expertise in engineering, energy research, building science, energy and policy analysis and education and training.

51. GEM. (June 2005). Gateway for Educational Materials. <http://www.thegateway.org/>

52. GEO. (June 2005). Geothermal Education Office. <http://geothermal.marin.org/>

To promote public understanding about geothermal resources and its importance in providing clean sustainable energy while protecting our environment. The Geothermal Education Office (GEO) produces and distributes educational materials about geothermal energy to schools, energy/environmental educators, libraries, industry, and the public. GEO collaborates frequently with education and energy organizations with common goals, and, through its website, responds to requests and questions from around the world.

53. GRC. (June 2005). Geothermal Resources Council.
<http://www.geothermal.org/index.html>

The GRC is a tax-exempt, non-profit, educational association (501(c)(3)). Formed in 1970, the GRC was incorporated in the state of Washington in 1972, and in California in 1981. With members in 30 countries, the GRC actively seeks to expand its role as a primary professional educational association for the international geothermal community. The goals of the GRC are to: Encourage worldwide development of geothermal resources through the collection and timely distribution of data and technological information, promote research, exploration and development of geothermal energy in ways compatible with the environment, serve as a public forum for the world geothermal community, providing transfer of objective and unbiased information on the nature of geothermal resources and techniques of geothermal development, cooperate with national and international academic institutions, industry and government agencies to encourage economically and environmentally sound development and utilization of geothermal resources.

54. International Institute for Applied Systems Analysis (1992). Science and sustainability: selected papers on IIASA'S 20th anniversary. Laxenburg, Austria
Vienna, International Institute for Applied Systems Analysis;
Printed by Novographic.

International Institute for Applied Systems Analysis Conference (4th: 1992:
Vienna)

IIASA celebrated its twentieth anniversary with its fourth general conference, IIASA '92: an International Conference on the Challenges to Systems Analysis in the Nineties and Beyond. This volume is the first of two books to result from the conference. In this collection we have attempted to select those papers presented at the conference that dealt with environmental issues and the role of science in addressing such problems, as well as to some extent creating them. -- Foreword.

Includes bibliographical references.

Plenary addresses / Chancellor Vranitzky, G. Marchuk, G. Obasi -- Part I. What is sustainability? Sustainability and technology / H. Brooks. -- Part II. Present trends need cause only minor concern. Toward dematerialization and decarbonization / T. Kanoh -- Sustainable energy development / U. Colombo. -- Part III. Present trends give cause for the most serious concern. Environmental aspects of the transformation of centrally planned economies / G. Golitsyn -- Pluralism and convergence in international science policy / S. Jasanoff -- Redrawing the boundaries between science and politics: toward a postmodern version of speaking truth to power / H. Nowotny -- Decision analysis and support, and the study of developmental challenges / A. Wierzbicki. -- Part IV. Models to say what the future holds. A linear model for environment and development / L. Klein. -- Part V. How to disseminate the knowledge that will create a constituency for sound policies. International environmental governance: building institutions in an anarchical society / O. Young. -- Part VI. Population growth and aging: a burden on development. Population growth in the Third World / L. Tabah. -- Conclusion / P. de Jánosi.

55. IREC. (June 2005). Interstate Renewable Energy Council.

<http://www.irecusa.org/index.html?PHPSESSID=cd4310ce75694751ab455af754ec7a18>

The Interstate Renewable Energy Council's mission is to accelerate the sustainable utilization of renewable energy sources and technologies in and through state and local government and community activities. The Interstate Renewable Energy Council (IREC) supports market-oriented services targeted at education, coordination, procurement, the adoption and implementation of uniform guidelines and standards, workforce development, and consumer protection. IREC was formed in 1982 as a non-profit organization.

56. Kid Wind. (July 2005). Kid Wind Project: Materials.

<http://www.kidwind.org/materials.html>

The KidWind Project is a team of teachers, students, engineers and practitioners exploring the science behind wind energy in classrooms around the US. Our goal is to introduce as many people as possible to the elegance of wind power through hands-on science activities which are challenging, engaging and teach basic science principles. While improving science education is our main goal, we also aim to help schools become important resources for students, and the general public, to learn about and see wind energy in action.

57. KidWind Project. "KidWind Project." 2005, from <http://www.kidwind.org/>.

Lots of activities and links related to studying wind power at K-12 level. Michael Arquin (former student of Bill Carlsen's) started this company.

58. McREL. (June 2005). Mid-continent Research for Education and Learning. <http://www.mcrel.org/>

At Mid-continent Research for Education and Learning (McREL), we draw upon the best of more than 30 years of education research to create practical, user-friendly products that help educators create classrooms that provide all students with opportunities for success. Based in Aurora, Colorado, McREL was incorporated in 1966 as Mid-continent Regional Educational Laboratory, a nonprofit organization created to help educators in the nation's heartland bridge the gap between research and practice.

59. McREL. (June 2005). Mid-continent Research for Education and Learning: Science Lessons and Related Resources. <http://www.mcrel.org/lesson-plans/science/index.asp>

A collection of lesson plans, activities, and other resources that are helpful for curriculum planning.

60. NAAEE. (June 2005). North American Association for Environmental Education. <http://naaee.org/>

The North American Association for Environmental Education (NAAEE) is a network of professionals, students, and volunteers working in the field of environmental education throughout North America and in over 55 countries around the world. Since 1971, the Association has promoted environmental education and supported the work of environmental educators. There are many environmental interest groups, and many organizations dedicated to improving education. NAAEE uniquely combines and integrates both of these perspectives, and takes a cooperative, nonconfrontational, scientifically-balanced approach to promoting education about environmental issues. NAAEE is made up of people who have thought seriously about how people become literate concerning environmental issues. NAAEE members believe education must go beyond consciousness-raising about these issues. It must prepare people to think together about the difficult decisions they have to make concerning environmental stewardship, and to work together to improve, and try to solve, environmental problems. NAAEE recognizes the need for a coherent body of information about environmental issues. Its members also recognize that information and analysis are only part of an effective education program. To be truly effective, this body of knowledge must be integrated into all aspects of the curriculum and into all types of educating institutions for the widest array of audiences. In order to translate theory into practice and to provide support for environmental education and educators, NAAEE offers a variety of programs and activities. These include NAAEE's Annual Conference, NAAEE publications, and EE-Link.

61. NAAEE. (June 2005). North American Association for Environmental Education: EE-Link Introduction. <http://eelink.net/>

EE-Link, Environmental Education on the Internet, is a resource designed to support "students, teachers and professionals that support K-12 environmental education, such as media specialists, in-service providers, nature center staff and curriculum developers." The site contains Internet environmental based school projects, classroom activities including many lesson plans, environmental facts and data from many sources, curriculum directory guides, organization and audio visual catalogs, software, conference and workshop announcements, higher education links, facts, grants, literature pointers, regional information, and pointers to other environmental sites.

62. NAAEE. (June 2005). North American Association for Environmental Education: Resources for Educators. <http://naaee.org/resources/index.php>

This site is designed to provide users with a list of materials and resources for environmental educators. This site provides a list of environmental education organizations, national environmental education events, environmental education job opportunities, and other resources and links to materials both nationally and internationally.

63. NAAEE. (June 2005). North American Association for Environmental Education: Student Environmental Education Sites. <http://eelink.net/studentenvironmentaleducationsites.html>

This site has a series of links that are designed to be student oriented. The links provided are a good way for students to use the NAAEE site to search for materials and resources. It is also a good place for teachers to search from, as the materials and resources are all organized according to organization providing the information, or by the topic itself. The links on this page are to Environmental Education-related information, activities, and games for students interested in the environment.

64. NAAEE. (June 2005). North American Association for Environmental Education: Student Programs. <http://eelink.net/studentprograms.html>

This site provides a list of materials and resources that can be used in K-12 education. This is main page serves as the HUB for educational materials. The materials and resources are categorized into several categories including: K-12 Student Programs, K-12 Student Sites, Sites by Students, Student Literature, K-12 Student Grants, Higher Education Students, Environmental Education Activities, Environmental Education-Related Education Sites. These pages are rated according to the number of hits per month as well as a viewer rating. However, most of the links have either not been visited frequently enough to have enough votes tallied, or have not been rated at all.

65. NationMaster. (June 2005). [NationMaster.com Energy Catalogue](http://www.nationmaster.com/cat/Energy).
<http://www.nationmaster.com/cat/Energy>

NationMaster.com is a massive central data source and a handy way to graphically compare nations. NationMaster is a vast compilation of data from such sources as the CIA World Factbook, United Nations, World Health Organization, World Bank, World Resources Institute, UNESCO, UNICEF and OECD. Using the form above, you can generate maps and graphs on all kinds of statistics with ease. This site is energy specific with consumption, production, and other statistical measures available to users.

66. NEED. (June 2005). [National Energy Education Development Project](http://www.need.org/).
<http://www.need.org/>

The mission of the NEED Project is to promote an energy conscious and educated society by creating effective networks of students, educators, business, government and community leaders to design and deliver objective, multi-sided energy education programs.

67. NEED. (June 2005). [National Energy Education Development Project: Science Fair Projects for Kids!](http://www.need.org/needpdf/Experiments.htm) <http://www.need.org/needpdf/Experiments.htm>

This site provides the reader with a wide range of activities that are capable of being used or adapted for use in science fair competitions, or as demonstrations in the classroom by a teacher. The activities are divided into primary, intermediate, and secondary levels. All of the individual files are stored online in a PDF file in a standard format. NEED received a grant for the National Network of Energy and Environmental Education Professionals to provide some helpful energy science fair projects for kids. NEED suggests using their Energy Fair science fair guide to plan a science fair project before jumping into these experiments.

68. NESEA. (June 2005). [Northeast Sustainable Energy Association](http://www.nesea.org/).
<http://www.nesea.org/>

The Northeast Sustainable Energy Association (NESEA) is the nation's leading regional education and advocacy association that aims to accelerate the deployment and use of renewable energy, green buildings, and energy efficiency. NESEA produces major events that inspire and motivate large numbers of people to get involved and make a difference. NESEA educational materials are free, as they are underwritten by grants from many sources. Resources for research and educational materials are available on this website.

69. NESEA. (June 2005). [Northeast Sustainable Energy Association: Education Materials](http://www.nesea.org/education/edmaterials/). <http://www.nesea.org/education/edmaterials/>

This site has links to materials developed by NESEA through grants from many sources including DOE. There are links to secondary curricular units, elementary lesson plans, and professional development.

70. NESEA. (June 2005). Northeast Sustainable Energy Association: Education Resources. <http://www.nesea.org/education/materials.html>

Most of NESEA's resources are free, underwritten by grants from a number of sources, including the U.S. Environmental Protection Agency, the U. S. Department of Energy, the U. S. Department of Transportation, the Massachusetts Highway Department, and the National Tree Trust.

71. NESEA. (June 2005). Northeast Sustainable Energy Association: Educational Materials. <http://www.nesea.org/education/edmaterials/>

Resource and education materials developed through grants from many sources including DOE. This list includes links to the Jr. Solar Car competition and K-12 educational materials.

72. NESEA. (June 2005). Northeast Sustainable Energy Association: Information About Sustainable Transportation. <http://www.nesea.org/transportation/info/>

This site provides information on how Americans can live a more environmentally friendly through green cars. There is a list of links on sustainable transportation, including ones that provide strategies to reduce the environmental impact of transportation and why use green cars.

73. NESEA. (June 2005). Northeast Sustainable Energy Association: K-12 Education Links. <http://www.nesea.org/education/links.html>

This site provides an extensive list of links to K-12 educational materials with brief descriptions of each website.

74. NESEA. (June 2005). Northeast Sustainable Energy Association: Solar Spring Jr.: A Model Solar Car Competition for Middle School Students. <http://www.nesea.org/education/jss/>

This middle school competition is sponsored by NESEA and is held each May at the Franklin Institute in Philadelphia.

75. NESEA. (June 2005). Northeast Sustainable Energy Association: Sustainable Transportation Links. <http://www.nesea.org/transportation/links.html>

This site provides lists of links under the topics: Sustainable Transportation Links, National Environmental and Transportation Organizations, Passenger Rail Advocacy, Transit Authority, Fighting Sprawl, Transit Oriented Development, and Anti-Car Organizations.

76. NHA. (June 2005). National Hydropower Association. <http://hydro.org/>

The National Hydropower Association is the only National trade association dedicated exclusively to representing the interests of the hydropower industry. Its members span the breadth of the industry and all related fields. The National Hydropower Association is the only National trade association dedicated exclusively to representing the interests of the hydropower industry. Its members span the breadth of the industry and all related fields.

77. NREL. (June 2005). National Renewable Energy Laboratory. <http://www.nrel.gov/>

The National Renewable Energy Laboratory (NREL) is a leader in the U.S. Department of Energy's effort to secure an energy future for the nation that is environmentally and economically sustainable.

78. NREL. (June 2005). National Renewable Energy Laboratory: Education Programs. <http://www.nrel.gov/education/energystreet/>

NREL promotes excellence in teaching and learning and contributes to improving critical elements of the science, mathematics, and technology education system. Teachers are offered research and development opportunities to enhance their content knowledge, instructional strategies, and leadership abilities. Partnerships and collaborations with education organizations support school improvement locally, regionally, and nationally. Educational materials that teachers develop while at NREL are available below and in the Education Resources section.

79. NREL. (June 2005). National Renewable Energy Laboratory: Educational Resources. <http://www.nrel.gov/education/resource.html>

This site includes materials developed by teachers for use by teachers. When teachers experience the world of science and technology at the National renewable Energy Laboratory (NREL), teachers are eager to share their new knowledge with their students. Therefore, natural outcomes of teacher education programs conducted by NREL are the materials and methods teachers develop based on their laboratory experiences. Teachers share their knowledge through presentations at statewide conferences, local educational events, and with other teachers in their school and district. To reflect best practice, new curricula or enrichment of existing curricula at NREL should: be developed by educators in collaboration with scientists or engineers; be derived from a teacher's actual immersion in research or technology at NREL; reflect research and best practice in teaching and learning; be developmentally appropriate for targeted students; align with national science, mathematics, and technology education standards. The links to materials developed or produced as part of education programs at NREL or materials in which NREL played a role in development or distribution. Represented is a mix of lessons, projects, and teaching and learning guides. These materials vary in duration, grade level, and topic. They do not, when taken as a whole, form a comprehensive renewable energy

curriculum. Rather, they represent diverse materials developed through equally diverse research assignments and projects.

80. NREL. (June 2005). National Renewable Energy Laboratory: Solar Energy.
http://www.nrel.gov/clean_energy/solar.html

There are a variety of technologies that have been developed to take advantage of solar energy. NREL performs research to develop and advance all of these technologies.

81. NSF. (June 2005). National Science Foundation. <http://www.nsf.gov/index.jsp>

The National Science Foundation (NSF) is an independent federal agency created by Congress in 1950 "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense..." With an annual budget of about \$5.5 billion, it is the funding source for approximately 20 percent of all federally supported basic research conducted by America's colleges and universities. In many fields such as mathematics, computer science and the social sciences, NSF is the major source of federal backing. This site provides links to the complete NSF website, which provides information and materials on research, funding, education, curriculum, etc.

82. NSF. (June 2005). National Science Foundation: Specialized Information for K-12 Educators. http://www.nsf.gov/funding/education.jsp?org=NSF&fund_type=4

On this site are links to programs that provide either direct (i.e., from NSF) or indirect (i.e., from an awarded institution) funding for students at this level or identify programs that focus on educational developments for this group such as curricula development, training or retention.

83. NSTA. (June 2005). National Science Teachers Association. <http://www.nsta.org/>

The National Science Teachers Association (NSTA), founded in 1944 and headquartered in Arlington, Virginia, is the largest organization in the world committed to promoting excellence and innovation in science teaching and learning for all. NSTA's current membership of more than 55,000 includes science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in and committed to science education.

84. NSTA. (June 2005). National Science Teachers Association: SciGuides.
<http://sciguides.nsta.org/>

This site has Targeted Web resources to help educators teach key science concepts and save Internet searching time, Lesson plans, student work samples and vignettes using the targeted Web resources, which are aligned to the National Science Education Standards.

There is a link to "About the SciGuides" pages, which provide insight on navigating SciGuides and understanding their structure, how their content is aligned with the

National Science Education Standards (NSES), and how the Internet resources contained in SciGuides were evaluated using Webwatchers rubrics. This site has materials listed by themes, which include: Energy Resources Theme: Applications of Technology Theme: Impacts of Energy Use Theme: Non-Renewable Energy Resources Theme: Renewable Energy Resources Keyword: Main Sectors Links (9-12).

85. NSTA. (June 2005). National Science Teachers Association: Teacher Resources: NSTA Recommends. <http://www2.nsta.org/recommends/>

This site is a list of recommended materials for K-12 in energy related topics. Most of the materials are books, some software, kits, and media.

86. NWTC. (June 2005). National Wind Technology Center. <http://www.nrel.gov/wind/>

The National Wind Technology Center, located at the foot of the Rocky Mountains near Boulder, Colorado, is a world-class research facility managed by the National Renewable Energy Laboratory for the U.S. Department of Energy. NWTC researchers work with members of the wind energy industry to advance wind power technologies that lower the cost of wind energy through research and development of state-of-the-art wind turbine designs.

87. PDE. (June 2005). Pennsylvania Department of Education. <http://www.pde.state.pa.us/>

The Pennsylvania Department of Education web site has over 6,000 web pages and is comprised of 45 different sites, all linked together at various places. This index is automatically built from the navigation on the left side of each page of the site.

88. PHMC. Pennsylvania Historical and Museum Commission. <http://www.phmc.state.pa.us/>

The Pennsylvania Historical and Museum commission was created by Act No. 446, approved June 6, 1945, amending the Administrative Code to consolidate the functions of the Pennsylvania Historical Commission, The State Museum and the State Archives. The Commission is an independent administrative board, consisting of nine citizens of the Commonwealth appointed by the Governor, the Secretary of Education ex officio, two members of the Senate appointed by the President Pro Tempore and Minority Leader, and two members of the House of Representatives appointed by the Speaker and Minority Leader. The Executive Director, appointed by the Commission to serve at its pleasure, is an ex officio member of the Environmental Quality Board, County Records Committee and the Local Government Records Committee.

89. PHMC. Pennsylvania Historical and Museum Commission: ExplorePAhistory.com.
<http://www.explorepahistory.com/index.php>

Teachers, let ExplorePAhistory help you with your lesson plans. Choose criteria below to search for and find lesson plans relating to a particular era, story, region of the state, and/or discipline of your choice.

90. Rezachek and Associates. (June 2005). Energy and Environmental Resources.
<http://www.sustainablehawaii.com/Welcome.html>

This is a compilation of information and ideas relating to renewable energy; efficient energy use; electric and hybrid vehicles (including solar cars); sustainable development; the environment; and energy and environmental education. The following is a more detailed list of these areas of interest, and links to related sites. There are also a number of links to interest group mail lists which are an excellent source of information. This web site will be continuously updated.

91. Sierra Club. (June 2005). <http://www.sierraclub.org/>

Sierra Club main website. Provides information and links to many topics including energy. Publications list on environmental topics.

92. Southeastern Pennsylvania Sierra Club. (June 2005).
<http://pennsylvania.sierraclub.org/southeastern/pages/energy.html>

Information on local issues some energy related topics. Educational lectures available.

93. State of Oregon. (June 2005). Oregon Department of Energy Home.
<http://egov.oregon.gov/ENERGY/RENEW/RenewHm.shtml>

The mission of the Oregon Department of Energy is to ensure Oregon has an adequate supply of reliable and affordable energy and is safe from nuclear contamination, by helping Oregonians save energy, develop clean energy resources, promote renewable energy, and clean up nuclear waste.

94. State of Oregon. (June 2005). Renewable Energy Sources.
<http://egov.oregon.gov/ENERGY/RENEW/RenewHm.shtml>

A list of links on alternate energy resources including educational information.

95. Sustainable Buildings Industry Council. (June 2005). Ecobuild America.
<http://ecobuildamerica.com/>

Ecobuild America explores the breadth of commercial, industrial, institutional and residential green building techniques, construction products, renewable energy resources,

sustainable design and ecological planning processes, with particular emphasis on the lifecycle of our built environment.

96. The Centre for Sustainable Transportation. (June 2005).
<http://www.cstctd.org/english/index.htm>

This website provides a definition of sustainable transportation, information on sustainable transportation in Canada. The Centre provides reliable information, fills knowledge gaps through research, educates stakeholders and raises awareness among them, and offers strategic policy advice in selected areas.

97. The Greening Earth Society. (June 2005). 1000 Annotated Links.
http://www.bydesign.com/fossilfuels/links/html/electricity/electric_production.html

About 30% of all fossil fuel consumed in the United States is used to make electricity. Conversely, most electricity, about 70%, produced in the US is generated using fossil fuels, especially coal. Typically, the coal from one or more mines is transported by railroad or barge to a steam generating plant. Turbine generators utilize the steam to generate electricity at high voltage. This electricity is transformed (by a transformer) to a higher voltage for transmission over a power network to industrial, commercial and residential users. Near the users it is transformed again, down to a low voltage, where it is distributed to the users via the familiar distribution system of poles and overhead wires. Electricity is distributed by 3 kinds of utilities -- investor owned, municipal and cooperative. Many IOUs and municipals generate some of the electricity they sell. Electricity is also generated by "generation and transmission (G&T)" coops that are owned by groups of distribution coops. Power is also generated by the federal government, especially from dams, and by an increasing number of independent power producers. Since deregulation began in 1992, a number of independent power marketing firms have emerged as well.

98. TVA. (June 2005). Tennessee Valley Authority.
<http://www.tva.gov/abouttva/index.htm>

TVA is the nation's largest public power company, with 33,000 megawatts of dependable generating capacity. Through 158 locally owned distributors, TVA provides power to nearly 8.5 million residents of the Tennessee Valley.

99. TVA. (June 2005). Tennessee Valley Authority: Hydroelectric Power.
<http://www.tva.gov/power/hydro.htm>

Hydropower is America's leading renewable energy resource. Of all the renewable power sources, it's the most reliable, efficient, and economical. TVA maintains 29 conventional hydroelectric dams throughout the Tennessee River system and one pumped-storage facility for the production of electricity. In addition, four Alcoa dams on the Little Tennessee River and eight U.S. Army Corps of Engineers dams on the Cumberland River contribute to the TVA power system.

100. We Energies. (June 2005). Wisconsin Electric Power Company. <http://www.we-energies.com/>

We Energies is the trade name of Wisconsin Electric Power Co. and Wisconsin Gas LLC, the principal utility subsidiaries of Wisconsin Energy Corporation. We provide service to more than one million electric customers and nearly one million natural gas customers in Wisconsin and the Upper Peninsula of Michigan. We also serve about 2,500 water customers in Milwaukee's northern suburbs and about 500 steam customers in downtown Milwaukee.

101. We Energies. (June 2005). Wisconsin Electric Power Company: Energy Fundamentals. <http://www.we-energies.com/educators/ebasics/index.htm>

This site has a list of websites that provide links to various topics under energy fundamentals, such as Producing and Delivering Energy, Using Energy Safely and Efficiently, Planning and Building for the Future, Investing in Cleaner Energy, Energy Links.

102. Wulfinghoff, D. (December 2000). "The modern history of energy conservation: An overview for information professionals." Electronic Green Journal(13).

The Electronic Green Journal provides peer-reviewed articles, book reviews, news, and information on current printed and electronic sources concerning international environmental topics.