

PROJECT LEARNING TREE
Focus on Forest
Language Arts
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Language Arts Students are expected to:	Activity
ENG I	
6A analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event	4, 9
8A explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose	9
9B differentiate between opinions that are substantiated and unsubstantiated in the text	9
10A analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience	4
14B write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads)	9
15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience	2, 5, 7
21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)	5
23C uses graphics and illustrations to help explain concepts where appropriate	5
25A give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	3
26A participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making	3-5, 7-9
ENG II	
8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details	9
9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts	9
10A explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments	4

14B write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads)	9
15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience	2, 5, 7
21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)	5
23C uses graphics and illustrations to help explain concepts where appropriate	5
25A advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	3
26A participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making	3-5, 7-9
ENG III	
9B distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported	9
10A evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts	4
14B write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)	9
15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view	2, 5, 7
25A give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	3
26A participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria	3-5, 7-9
ENG IV	
9B explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints	9
14B write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)	9
15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view	2, 5, 7

25A formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	3
26A participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria	3-5, 7-9

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Science

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Correlation/TEKS Science Students are expected to:	Activity
Biology	
1A demonstrate safe practices during laboratory and field investigations	1
2E plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	1, 2
2F collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	1, 2, 8
2G analyze, evaluate, make inferences, and predict trends from data	1, 2
2H communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports	1, 2, 8
9B compare the reactants and products of photosynthesis and cellular respiration in terms of energy and matter	1
10B describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants	1
11D describe how events and processes that occur during ecological succession can change populations and species diversity	2
12E describe the flow of matter through the carbon and nitrogen cycles and explain the consequences of disrupting these cycles	8
12F describe how environmental change can impact ecosystem stability	1, 2, 5, 6
Environmental Science	
2E follow or plan and implement investigative procedures, including making observations, asking questions, formulating testable hypotheses, and selecting equipment and technology	1, 2
2F collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range	1, 2, 8
2G demonstrate the use of course apparatuses, equipment, techniques, and procedures, including meter sticks, rulers, pipettes, graduated cylinders, triple beam balances, timing devices, pH meters or probes, thermometers, calculators, computers, Internet access, turbidity testing devices, hand magnifiers, work and disposable gloves, compasses, first aid	1, 2

kits, binoculars, field guides, water quality test kits or probes, soil test kits or probes, 100-foot appraiser's tapes, tarps, shovels, trowels, screens, buckets, and rock and mineral samples	
2I organize, analyze, evaluate, build models, make inferences, and predict trends from data	1, 2
2K communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports	1, 2, 8
3E describe the connection between environmental science and future careers	2, 6
3F research and describe the history of environmental science and contributions of scientists	9
4A identify native plants and animals using a dichotomous key	1
4B assess the role of native plants and animals within a local ecosystem and compare them to plants and animals in ecosystems within four other biomes	1
4C diagram abiotic cycles, including the rock, hydrologic, carbon, and nitrogen cycles	8
4F predict how the introduction or removal of an invasive species may alter the food chain and affect existing populations in an ecosystem	7
4G predict how species extinction may alter the food chain and affect existing populations in an ecosystem	7
5A summarize methods of land use and management and describe its effects on land fertility	2-4
5B identify source, use, quality, management, and conservation of water	6
5E analyze and evaluate the economic significance and interdependence of resources within the environmental system	6
6B describe and compare renewable and non-renewable energy derived from natural and alternative sources such as oil, natural gas, coal, nuclear, solar, geothermal, hydroelectric, and wind	8
8A analyze and describe the effects on areas impacted by natural events such as tectonic movement, volcanic events, fires, tornadoes, hurricanes, flooding, tsunamis, and population growth	2, 5
8B explain how regional changes in the environment may have a global effect	8
8C examine how natural processes such as succession and feedback loops restore habitats and ecosystems	2
8E analyze the impact of temperature inversions on global warming, ice cap and glacial melting, and changes in ocean currents and surface temperatures	8
9E evaluate the effect of human activities, including habitat restoration projects, species preservation efforts, nature conservancy groups, hunting, fishing, ecotourism, all terrain vehicles, and small personal watercraft, on the environment	6
9F evaluate cost-benefit trade-offs of commercial activities such as municipal development, farming, deforestation, over-harvesting, and mining	4, 5
9H analyze and evaluate different views on the existence of global warming	8
9J research the advantages and disadvantages of "going green" such as organic gardening and farming, natural methods of pest control, hydroponics, xeriscaping, energy-efficient homes and appliances, and hybrid cars	7
9K analyze past and present local, state, and national legislation, including Texas automobile emissions regulations, the National Park Service Act, the Clean Air Act, the Clean Water Act, the Soil and Water Resources Conservation Act, and the Endangered Species Act	6, 8

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Social Studies

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Correlation/TEKS Social Studies Students are expected to:	Activity
History	
29F identify bias in written, oral, and visual material	9
29G identify and support with historical evidence a point of view on a social studies issue or event	9
29H use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons	9
30A create written, oral, and visual presentations of social studies information	9
30C use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate	2, 5, 7
31A create thematic maps, graphs, and charts representing various aspects of the United States	3
31B pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases	3