

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

Correlation/TEKS Language Arts Students are expected to:	Activity
ENG I	
12A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts	2, 5
12B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music)	2
12C compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet)	1, 2
12D evaluate changes in formality and tone within the same medium for specific audiences and purposes	1
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)	2
21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)	8
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	1, 4, 5, 8, 10, 11
ENG II	
12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts	2, 5
12B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music)	2
12C examine how individual perception or bias in coverage of the same event influences the audience	1, 2
12D evaluate changes in formality and tone within the same medium for specific audiences and purposes	1
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)	2
21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)	8

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	1, 4, 5, 8, 10, 11
ENG III	
12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts	2, 5
12B evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media	2
12C evaluate the objectivity of coverage of the same event in various types of media	1, 2
12D evaluate changes in formality and tone across various media for different audiences and purposes	1
14B write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)	2
21B systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences	8
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	1, 4, 5, 8, 10, 11
ENG IV	
12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts	2, 5
12B evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media	2
12C evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose	1, 2
12D evaluate changes in formality and tone across various media for different audiences and purposes	1
14B write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)	2
21B systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences	8
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	1, 4, 5, 8, 10, 11

PROJECT LEARNING TREE
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Math
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Correlation/TEKS Social Studies Students are expected to:	Activity
Algebra I	
1D represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	3
1E interpret and make decisions, predictions, and critical judgments from functional relationships	3

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Science
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Science Students are expected to:	Activity
Biology	
1B demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	10
3F research and describe the history of biology and contributions of scientists	9
Chemistry	
3F research and describe the history of chemistry and contributions of scientists	9
Earth and Space	
1B demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	10
11E evaluate the impact of changes in Earth's subsystems on humans such as earthquakes, tsunamis, volcanic eruptions, hurricanes, flooding, and storm surges and the impact of humans on Earth's subsystems such as population growth, fossil fuel burning, and use of fresh water	2, 7
12D analyze the economics of resources from discovery to disposal, including technological advances, resource type, concentration and location, waste disposal and recycling, and environmental costs	6
Environmental Systems	
1B demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	10
4F predict how the introduction or removal of an invasive species may alter the food chain and affect existing populations in an ecosystem	1, 7
4G predict how species extinction may alter the food chain and affect existing populations in an ecosystem	7
4H research and explain the causes of species diversity and predict changes that may occur in an ecosystem if species and genetic diversity is increased or reduced	7
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	7

9B investigate the types of air, soil, and water pollution such as chlorofluorocarbons, carbon dioxide, pH, pesticide runoff, thermal variations, metallic ions, heavy metals, and nuclear waste	1
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	7
9F evaluate cost-benefit trade-offs of commercial activities such as municipal development, farming, deforestation, over-harvesting, and mining	6
Integrated Physics and Chemistry (IPC)	
5C demonstrate that moving electric charges produce magnetic forces and moving magnets produce electric forces	9
Physics	
5A research and describe the historical development of the concepts of gravitational, electromagnetic, weak nuclear, and strong nuclear forces	9
5D identify examples of electric and magnetic forces in everyday life	9
5H describe evidence for and effects of the strong and weak nuclear forces in nature	9

PROJECT LEARNING TREE

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Social Studies

Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Social Studies Students are expected to:	Activity
History	
29F identify bias in written, oral, and visual material	1
30A create written, oral, and visual presentations of social studies information	5
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	5
32A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	8