PROJECT LEARNING TREE
Forests of the World
Language Arts
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Language Arts Students are expected to:	Activity
ENG I	
14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot	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	1, 9
21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)	8, 9
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, 2, 6-9
ENG II	
14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone	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	1, 9
21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)	8, 9
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, 2, 6-9
ENG III	
14A write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone	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	1, 9
21B systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline	8, 9

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ideas into conceptual maps/timelines, and separate factual data from complex inferences	
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, 2, 6-9
ENG IV	
14A write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone	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	1, 9
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, 9
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, 2, 6-9

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PROJECT LEARNING TREE
Forests of the World
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 material	8
2E plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	3
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	3
2G analyze, evaluate, make inferences, and predict trends from data	3
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	3
12E describe the flow of matter through the carbon and nitrogen cycles and explain the consequences of disrupting these cycles	1
Environmental Science	
1B demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	8
2E follow or plan and implement investigative procedures, including making observations, asking questions, formulating testable hypotheses, and selecting equipment and technology	3
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	3

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 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	3
2I organize, analyze, evaluate, build models, make inferences, and predict trends from data	3
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	3
3E describe the connection between environmental science and future careers	1
5A summarize methods of land use and management and describe its effects on land fertility	6
5C document the use and conservation of both renewable and non-renewable resources as they pertain to sustainability	6
5D identify renewable and non-renewable resources that must come from outside an ecosystem such as food, water, lumber, and energy	5
5E analyze and evaluate the economic significance and interdependence of resources within the environmental system	1, 6, 7
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	5
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	4
8B explain how regional changes in the environment may have a global effect	7
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	4, 5
9F evaluate cost-benefit trade-offs of commercial activities such as municipal development, farming, deforestation, over-harvesting, and mining	5
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	4

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PROJECT LEARNING TREE
Forests of the World
Social Studies
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Social Studies Students are expected to:	Activity
Geography	
3B describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes	3
4A explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions	3
4C explain the influence of climate on the distribution of biomes in different regions	3
9A identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region	3
10A describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems	7
10C compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries	5, 7
10D compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones	7
11A understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary)	7
11B identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries	7
11C assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	7
12A analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	5, 7
12B evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water	7
17A describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive	2
18C identify examples of cultures that maintain traditional ways, including traditional economies	5
19C examine the environmental, economic, and social impacts of advances in technology on agriculture and natural	5

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resources	
20A describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS)	9
22A design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships	4
22B generate summaries, generalizations, and thesis statements supported by evidence	4
23A plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	2, 8, 9
History	
28A analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States	4
30A create written, oral, and visual presentations of social studies information	2, 6, 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	9
31B pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases	3

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