

PROJECT LEARNING TREE
7th grade Language Arts
Correlation to the Texas Essential Knowledge and Skills

| Correlation/TEKS Language Arts Students are expected to: | Activity |
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| 7.4A analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem | 5 |
| 7.5A explain a playwright's use of dialogue and stage directions | 42 |
| 7.6C analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited | 90 |
| 7.7A describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it | 91 |
| 7.10B distinguish factual claims from commonplace assertions and opinions | 33, 49, 59 |
| 7.12A follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures | 51, 77 |
| 7.13A interpret both explicit and implicit messages in various forms of media | 59, 60 |
| 7.13B interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message | 60 |
| 7.13C evaluate various ways media influences and informs audiences | 59 |
| 7.13D assess the correct level of formality and tone for successful participation in various digital media | 60 |
| 7.15Ai write an imaginative story that sustains reader interest | 21, 89 |
| 7.15B write a poem | 5, 21, 91 |
| 7.15Bii write a poetic figurative language (e.g., personification, idioms, hyperbole) | 44, 54 |
| 7.16A write a personal narrative that has a clearly defined focus and communicates the importance of or reasons actions and/or consequences | 76 |
| 7.17A write a multi-paragraph essay to convey information about a topic | 17 |
| 7.17Aiii write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies | 49, 86 |
| 7.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context | 31, 60 |
| 7.17D produce a multimedia presentation involving text and graphics using available technology | 11, 17, 33, 42, 45, 55, 56, 58, 86, 88, 95 |
| 7.22A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic | 11 |
| 7.22B apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches | 11, 17 |

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| 7.23A follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies | 17, 58 |
| 7.26A listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims | 33, 56 |
| 7.26C draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) | 49 |
| 7.27A present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively | 71 |
| 7.28A participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues | 56, 69, 71, 89, 92 |

PROJECT LEARNING TREE
7th grade Math
Correlation to the Texas Essential Knowledge and Skills

| Correlation/TEK Math Students are expected to: | Activity |
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| 7.2A represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers | 50, 67, 84 |
| 7.2B use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals | 67, 73, 84, 85 |
| 7.2D use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio | 38, 50 |
| 7.2F select and use appropriate operations to solve problems and justify the selections | 50 |
| 7.3A estimate and find solutions to application problems involving percent | 50 |
| 7.3B estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units | 50 |
| 7.9A estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes | 50, 67 |
| 7.11A select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection | 4, 35, 37, 50, 77, 84 |
| 7.11B make inferences and convincing arguments based on an analysis of given or collected data | 50 |
| 7.13A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics | 4, 12, 16, 21, 27, 29, 38, 50, 53, 85 |
| 7.13B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness | 53 |
| 7.13C select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem | 50, 53 |
| 7.13D select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems | 29, 50, 53 |
| 7.14A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models | 16 |

PROJECT LEARNING TREE

7th grade Science

Correlation to the Texas Essential Knowledge and Skills

| Correlation/TEKS Science Students are expected to: | Activity |
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| 7.1B practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials | 14, 15, 37, 38, 51, 52, 83, 89 |
| 7.2B design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology | 4, 41, 70, 77 |
| 7.2C collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers | 21, 23, 41, 48, 67, 70, 77 |
| 7.2D construct tables and graphs, using repeated trials and means, to organize data and identify patterns | 41, 67, 70, 77, 84 |
| 7.2E analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends | 70 |
| 7.3D relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content | 67 |
| 7.4A use appropriate tools to collect, record, and analyze information, including life science models, hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment as needed to teach the curriculum | 21-23, 67, 72, 73, 76 |
| 7.4B use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher | 77 |
| 7.8B analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas | 44 |
| 7.8C model the effects of human activity on groundwater and surface water in a watershed | 44 |
| 7.10A observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms | 10, 11, 22, 23, 29, 47, 71 |
| 7.10B describe how biodiversity contributes to the sustainability of an ecosystem | 11, 23, 26, 29, 45, 47, 71 |
| 7.10C observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds | 23, 47, 80 |
| 7.11A examine organisms or their structures such as insects or leaves and use dichotomous keys for identification | 64, 68 |
| 7.11B explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival such as migration, hibernation, or storage of food in a bulb | 10 |
| 7.12A investigate and explain how internal structures of organisms have adaptations that allow specific functions such as gills in fish, hollow bones in birds, or xylem in plants | 10, 11, 29 |

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| 7.12D differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole | 41 |
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PROJECT LEARNING TREE
7th grade Social Studies
Correlation to the Texas Essential Knowledge and Skills

| Correlation/TEKS Social Studies Students are expected to: | Activity |
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| 7.10A identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications | 40 |
| 7.16B explain and analyze civic responsibilities of Texas citizens and the importance of civic participation | 33, 54, 56, 57 |
| 7.20A compare types and uses of technology, past and present | 93 |
| 7.21B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | 12, 35 |
| 7.21C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps | 12, 37-39, 44, 50, 71, 73, 77, 81, 82, 84, 95 |
| 7.21E support a point of view on a social studies issue or event | 49 |
| 7.21F identify bias in written, oral, and visual material | 91 |
| 7.21H use appropriate mathematical skills to interpret social studies information such as maps and graphs | 50 |
| 7.22D create written, oral, and visual presentations of social studies information | 40, 49, 56-58 |
| 7.23A 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 | 4, 52, 54, 96 |
| 7.23B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision | 37, 38 |