PROJECT LEARNING TREE
8th grade Language Arts
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Language Arts Students are expected to:	Activity
8.4A compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry)	5
8.6C analyze different forms of point of view, including limited versus omniscient, subjective versus objective	90
8.7A analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience	91
8.10B distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text	33, 49, 59
8.13A evaluate the role of media in focusing attention on events and informing opinion on issues	59, 60
8.13B interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message	60
8.13C evaluate various techniques used to create a point of view in media and the impact on audience	59
8.13D assess the correct level of formality and tone for successful participation in various digital media	60
8.15A write an imaginative story	21
8.15Ai write an imaginative story that sustains reader interest	89
8.15B write a poem	5, 21, 91
8.15Bii write a poem that using figurative language (e.g., personification, idioms, hyperbole)	44, 54
8.16A write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences	76
8.17A write a multi-paragraph essay to convey information about a topic	17
8.17Aiii 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
8.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context	60
8.17D produce a multimedia presentation involving text, graphics, images, and sound using available technology	11, 17, 33, 42, 45, 55, 56, 58, 86, 95
8.22A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic	11
8.22B 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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8.23A follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies	17, 58
8.26A 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
8.26C summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices	33, 49
8.27A advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	35, 71
8.28A participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	56, 71, 89, 92

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PROJECT LEARNING TREE
8th grade Math
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Math Students are expected to:	Activity
8.2A select appropriate operations to solve problems involving rational numbers and justify the selections	85
8.4 generate a different representation of data given another representation of data (such as a table, graph, equation, or verbal description)	50, 84
8.5A predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations	50
8.12C elect and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology	35, 37, 50, 77, 84
8.14A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics	12, 16, 21, 27, 29, 38, 50, 53, 85
8.14B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	53
8.14C 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
8.14D 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
8.15A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models	16

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PROJECT LEARNING TREE
8th grade Science
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Science Students are expected to:	Activity
8.1B practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials	14, 15, 37, 38, 51, 52, 83, 89
8.2B design and implement comparative and experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	4, 41, 70, 77
8.2C 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
8.2D construct tables and graphs, using repeated trials and means, to organize data and identify patterns	41, 67, 70, 77, 84
8.2E analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	70
8.3D 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
8.4A use appropriate tools to collect, record, and analyze information, including lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectroscopes, timing devices, and other equipment as needed to teach the curriculum	21-23, 67, 72, 73, 76
8.4B 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
8.11A describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems	10, 23, 45
8.11B investigate how organisms and populations in an ecosystem depend on and may compete for biotic and abiotic factors such as quantity of light, water, range of temperatures, or soil composition	27, 29, 45, 47, 77
8.11C explore how short- and long-term environmental changes affect organisms and traits in subsequent populations	35, 40, 47, 77, 80, 88

PROJECT LEARNING TREE
8ᵗʰ grade Social Studies
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Social Studies Students are expected to:	Activity
8.19D identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries	33, 56-58
8.21A identify different points of view of political parties and interest groups on important historical and contemporary issues	33, 54
8.23B explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs	56, 57
8.23C identify ways conflicts between people from various racial, ethnic, and religious groups were resolved	56, 57
8.23D analyze the contributions of people of various racial, ethnic, and religious groups to our national identity	56, 57
8.27B analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States	53
8.27D explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west	53
8.28A compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history	93
8.29B 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	35
8.29C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	37-39, 44, 71, 73, 77, 81, 82, 84, 95
8.29E support a point of view on a social studies issue or event	49
8.29F identify bias in written, oral, and visual material	91
8.30D create written, oral, and visual presentations of social studies information	40, 49, 56-58
8.31A 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, 96
8.31B 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

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