

Grade 7 PLT Correlations to Minnesota Academic Standards in Mathematics

Math correlation grade

Project Learning Tree Activity Number:

				Pre K-8	gr 5-8	gr K-8	Pre K-8	PreK-8	K-8	Gr 6-8	Gr 1-8	Gr 6-8	Gr 5-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	gr 1-8	gr 3-8	gr 6-8	gr 5-8				
				4	12	16	21	22	27	29	32	35	37	38	41	47	48	50	53	67	69	70	73	77	80	84	85					
				26	59	77	97	102	117	123	135	147	159	163	179	200	203	217	232	284	291	297	314	332	345	363	370					
strand	Sub-strand	Standard	benchmark	Sounds Around	Invasive Species Pass the Plants, Please	Adopt a Tree	Trees as Habitats Every Tree for Itself	Rain Reasons	A Forest of Many Uses	Loving it Too Much	Reduce, Reuse, Recycle	Every Drop Counts	How Plants Grow	Are Vacant Lots Vacant?	Field, Forest, and Stream	100-acre Wood	On the Move	How Big is Your Tree?	Forest for the Trees	Soil Stories	Waste Watchers	Trees in Trouble	Success Like Succession	The Global Climate	In The Driver's Seat							
I. Mathematical Reasoning		Apply skills of mathematical representation, communication and reasoning throughout the remaining four content strands.	1. Assess the reasonableness of a solution by comparing the solution to appropriate graphical or numerical estimates or by recognizing the feasibility of a solution in a given context.																													
			2. Appropriately use examples and counterexamples to make and test conjectures, justify solutions and explain results.																													
			3. Translate a problem described verbally or by tables, diagrams, or graphs, into suitable mathematical language, solve the problem mathematically and interpret the result in the original context.																											X		
			4. Support mathematical results by explaining why the steps in a solution are valid and why a particular solution method is appropriate.																													
			5. Determine whether or not relevant information is missing from a problem.																													
			6. Use accurately common logical words and phrases such as "and," "or," "if ... then ...," "unique," "only if."																													
II. Number Sense, Computation, & Reasoning	A. Number Sense	Use positive and negative rational numbers, represented in a variety of ways, to quantify information and to solve real-world and mathematical problems.	1. Represent rational numbers as fractions, mixed numbers, decimals or percents and convert among various forms as appropriate.																													
			2. Use scientific notation with positive powers of 10, with appropriate treatment of significant digits, to solve real-world and mathematical problems.																0	0												
			3. Locate and compare positive and negative rational numbers on a number line.																													
	B. Computation and Operation	Compute fluently and make reasonable estimates with rational numbers in real-world and mathematical problems.	1. Add, subtract, multiply and divide fractions and mixed numbers.																X	0			0							0		
			2. Use the inverse relationship between extracting square roots and squaring positive integers to solve real-world and mathematical problems.																													

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		mathematical problems. Understand the meanings of the basic operations, including the use of integer exponents and square roots, and how the operations relate to one another. Appropriately use calculators and other technologies to solve problems.	3. Calculate the percentage of increase and decrease of a quantity in real-world and mathematical problems.																										
			4. Convert among fractions, decimals and percents and use these representations for estimations and computations in real-world and mathematical problems.																										
			5. Understand and compute positive integer powers of nonnegative integers and express examples as repeated multiplication such as $3^4 = 3 \times 3 \times 3 \times 3 = 81$.																										
			6. Apply the correct order of operations and grouping symbols when using calculators and other technologies.																										
			7. Know, use and translate calculator notational conventions to mathematical notation.																										
			8. Understand that use of a calculator requires appropriate mathematical reasoning and does not replace the need for mental computation.																										
III. Patterns, Functions, & Algebra	A. Patterns and Functions	Demonstrate an understanding of rate of change graphically and numerically.	1. Demonstrate, numerically and graphically, an understanding that rate is a measure of change of one quantity per unit change of another quantity in real-world and mathematical problems.																										
			2. Plot points on the graph of a linear function and identify the slope or rate of change.																										
	B. Algebra (Algebraic Thinking)	Apply arithmetic operations in the correct order to generate equivalent algebraic expressions and to solve simple formulas in real-	1. Apply the correct order of operations including addition, subtraction, multiplication, division and																										
			2. Use the facts that the sum of a number and its opposite is zero and the product of a number and its reciprocal is one to generate equivalent algebraic expressions.																										

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		formulas in real-world and mathematical problems.	3. Solve simple formulas with up to three variables, when the values of two of the variables are given.																								
IV. Data Analysis, Statistics, & Probability	A. Data and Statistics	Represent data and use various measures associated with data to draw conclusions and identify trends.	1. Construct and analyze simple scatter plots.	0																							
			2. Understand the meaning of, and be able to compute minimum, maximum, range, median, mean and mode of a data set.	0																							
	B. Probability	Calculate and express probabilities numerically and apply probability concepts to solve real-world and mathematical problems.	1. Express probabilities as percentages, fractions, proportions and decimals. 2. Use a variety of experiments to explore the relationship between experimental and theoretical probabilities.																						X		
V. Spatial Sense, Geometry, & Measurement	A. Spatial Sense	Recognize the relationship between different representations of two- and three-dimensional shapes. Understand the effect of various transformations.	1. Recognize a view of a three-dimensional shape, given a view from a different orientation.																								
			2. Use visual representations of transformations such as reflections, rotations, translations and change of scale in one and two dimensions to solve real-world and mathematical problems.																								
	B. Geometry	Use basic geometric principles and proportional reasoning to solve real-world and mathematical	1. Calculate the radius, diameter, circumference and area of a circle given any one of these. 2. Calculate the area and perimeter of a sector of a circle given its angle and radius. 3. Use ratios and proportions to interpret map scales and scale drawings.																X								

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		problems.	4. Classify quadrilaterals as squares, rectangles, rhombi, parallelograms, kites, trapezoids or none of these.																								
	C. Measurement	Make calculations of time, length, area and volume within standard measuring systems using good judgment in choice of units.	1. Choose appropriate units to calculate, measure, and record length, weight, area and volume in both U.S. customary and metric systems.			0																					

The Project Learning Tree PreK-8 Activity Guide is written from a comprehensive environmental systems-based perspective and is multidisciplinary and cross-curricular in nature. Many lessons cover a wide spectrum of topics.

This correlations system represents PLT's interpretation of the Minnesota Academic Standards and their relation to the PLT PreK-8 Activity Guide (2006 revision). The activities are correlated to the Minnesota Academic Standards to illustrate the level to which the lessons address the learning benchmarks within the standards. No activities are designed to specifically meet the U.S. National Education Standards or the Minnesota Academic Standards. Individual educators are responsible for addressing specific requirements outlined within the Minnesota Academic Standards. Although each PLT activity provides assessment suggestions, individual educators are responsible for assessing student work. We strongly encourage all educators to modify lessons from the PLT Guide as they best see fit.

The grid below suggests correlations between each PLT activity and the MN Academic Benchmarks it addresses. An "x" means that the activity partially or fully addresses the concepts and language used in the Benchmark. An "o" means that the activity introduces the concepts and language used in the Benchmark.

We welcome your comments and suggestions regarding the accuracy and usefulness of this system.
 We sincerely hope you will find these correlations useful as you integrate PLT activities into your curriculum.