Subject	Chapter 112. Science		
Course Title	**§112.18. Science, Grade 6, Beginning with School Year 2010-2011.**		
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(a) Introduction.			
(1) Science, as defined by the National Academy of Science, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.			
(2) Scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions become theories. Scientific theories are based on natural and physical phenomena and are capable of being tested by multiple, independent researchers. Students should know that scientific theories, unlike hypotheses, are well-established and highly reliable, but they may still be subject to change as new information and technologies are developed. Students should be able to distinguish between scientific decision-making methods and ethical/social decisions that involve the application of scientific information.			
(3) Grade 6 science is interdisciplinary in nature; however, much of the content focus is on physical science. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. In order to follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.			
(4) The strands for Grade 6 include: (A) Scientific investigations and reasoning. (i) To develop a rich knowledge of science and the natural world, students must become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work. (ii) Scientific investigations are conducted for different reasons. All investigations require a research question, careful observations, data gathering, and analysis of the data to identify the patterns that will explain the findings. Descriptive investigations are used to explore new phenomena such as conducting surveys of organisms or measuring the abiotic components in a given habitat. Descriptive statistics include frequency, range, mean, median, and mode. A hypothesis is not required in a descriptive investigation. On the other hand, when conditions can be controlled in order to focus on a single variable, experimental research design is used to determine causation. Students should experience both types of investigations and understand that different scientific research questions require different research designs. (iii) Scientific investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and the methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. Models have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.			

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(B) Matter and energy. (i) Matter can be classified as elements, compounds, or mixtures. Students have already had experience with mixtures in Grade 5, so Grade 6 will concentrate on developing an understanding of elements and compounds. It is important that students learn the differences between elements and compounds based on observations, description of physical properties, and chemical reactions. Elements are represented by chemical symbols, while compounds are represented by chemical formulas. Subsequent grades will learn about the differences at the molecular and atomic level. (ii) Elements are classified as metals, nonmetals, and metalloids based on their physical properties. The elements are divided into three groups on the Periodic Table. Each different substance usually has a different density, so density can be used as an identifying property. Therefore, calculating density aids classification of substances. (iii) Energy resources are available on a renewable, nonrenewable, or indefinite basis. Understanding the origins and uses of these resources enables informed decision making. Students should consider the ethical/social issues surrounding Earth's natural energy resources, while looking at the advantages and disadvantages of their long-term uses.			
(C) Force, motion, and energy. Energy occurs in two types, potential and kinetic, and can take several forms. Thermal energy can be transferred by conduction, convection, or radiation. It can also be changed from one form to another. Students will investigate the relationship between force and motion using a variety of means, including calculations and measurements.			
(D) Earth and space. The focus of this strand is on introducing Earth's processes. Students should develop an understanding of Earth as part of our solar system. The topics include organization of our solar system, the role of gravity, and space exploration.			
(E) Organisms and environments. Students will gain an understanding of the broadest taxonomic classifications of organisms and how characteristics determine their classification. The other major topics developed in this strand include the interdependence between organisms and their environments and the levels of organization within an ecosystem.			
(b) Knowledge and skills.			
(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards	(i) demonstrate safe practices during laboratory investigations as outlined in the Texas Safety Standards	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards	(ii) demonstrate safe practices during field investigations as outlined in the Texas Safety Standards	
(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials	(i) practice appropriate use of resources, including disposal, reuse, or recycling of materials	
(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials	(ii) practice appropriate conservation of resources, including disposal, reuse, or recycling of materials	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(i) plan comparative investigations by making observations	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ii) plan comparative investigations by asking well-defined questions	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iii) plan comparative investigations by using appropriate equipment	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iv) plan comparative investigations by using appropriate technology	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(v) implement comparative investigations by making observations	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(vi) implement comparative investigations by asking well-defined questions	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(vii) implement comparative investigations by using appropriate equipment	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(viii) implement comparative investigations by using appropriate technology	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ix) plan descriptive investigations by making observations	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(x) plan descriptive investigations by asking well-defined questions	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xi) plan descriptive investigations by using appropriate equipment	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xii) plan descriptive investigations by using appropriate technology	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiii) implement descriptive investigations by making observations	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiv) implement descriptive investigations by asking well-defined questions	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xv) implement descriptive investigations by using appropriate equipment	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xvi) implement descriptive investigations by using appropriate technology	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(i) design experimental investigations by making observations	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ii) design experimental investigations by asking well-defined questions	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iii) design experimental investigations by formulating testable hypotheses	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iv) design experimental investigations by using appropriate equipment	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(v) design experimental investigations by using appropriate technology	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vi) implement experimental investigations by making observations	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vii) implement experimental investigations by asking well-defined questions	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(viii) implement experimental investigations by formulating testable hypotheses	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ix) implement experimental investigations by using appropriate equipment	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(x) implement experimental investigations by using appropriate technology	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(i) collect data using the International System of Units (SI)	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(ii) collect data using qualitative means	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iii) record data using the International System of Units (SI)	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iv) record data using qualitative means	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(i) construct tables using repeated trials and means to organize data	

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(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(ii) construct tables using repeated trials and means to identify patterns	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(iii) construct graphs using repeated trials and means to organize data	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(iv) construct graphs using repeated trials and means to identify patterns	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(i) analyze data to formulate reasonable explanations	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(ii) analyze data to communicate valid conclusions supported by the data	
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(iii) analyze data to predict trends	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(i) in all fields of science, analyze scientific explanations by using empirical evidence	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ii) in all fields of science, analyze scientific explanations by using logical reasoning	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(iii) in all fields of science, analyze scientific explanations by using experimental testing	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(iv) in all fields of science, analyze scientific explanations by using observational testing	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(v) in all fields of science, analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(vi) in all fields of science, evaluate scientific explanations by using empirical evidence	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(vii) in all fields of science, evaluate scientific explanations by using logical reasoning	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(viii) in all fields of science, evaluate scientific explanations by using experimental testing	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ix) in all fields of science, evaluate scientific explanations by using observational testing	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(x) in all fields of science, evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xi) in all fields of science, critique scientific explanations by using empirical evidence	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xii) in all fields of science, critique scientific explanations by using logical reasoning	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xiii) in all fields of science, critique scientific explanations by using experimental testing	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xiv) in all fields of science, critique scientific explanations by using observational testing	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xv) in all fields of science, critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(B) use models to represent aspects of the natural world such as a model of Earth's layers	(i) use models to represent aspects of the natural world	

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(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(C) identify advantages and limitations of models such as size, scale, properties, and materials	(i) identify advantages of models	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(C) identify advantages and limitations of models such as size, scale, properties, and materials	(ii) identify limitations of models	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content	(i) relate the impact of research on scientific thought, including the history of science	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(ii) relate the impact of research on society, including the history of science	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iii) relate the impact of research on scientific thought including the contributions of scientists as related to the content	
(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iv) relate the impact of research on society, including the contributions of scientists as related to the content	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(i) use appropriate tools to collect information, including beakers	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(ii) use appropriate tools to collect information, including Petri dishes	

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(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(iii) use appropriate tools to collect information, including meter sticks	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(iv) use appropriate tools to collect information, including graduated cylinders	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(v) use appropriate tools to collect information, including hot plates	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(vi) use appropriate tools to collect information, including test tubes	

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(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(vii) use appropriate tools to collect information, including triple beam balances	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(viii) use appropriate tools to collect information, including microscopes	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(ix) use appropriate tools to collect information, including thermometers	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(x) use appropriate tools to collect information, including calculators	

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Course Title	**§112.18. Science, Grade 6, Beginning with School Year 2010-2011.**		
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xi) use appropriate tools to collect information, including computers	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xii) use appropriate tools to collect information, including timing devices	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xiii) use appropriate tools to collect information, including other equipment as needed	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xiv) use appropriate tools to record information, including journals/notebooks	

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Course Title	**§112.18. Science, Grade 6, Beginning with School Year 2010-2011.**		
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xv) use appropriate tools to record information, including calculators	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvi) use appropriate tools to record information, including computers	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvii) use appropriate tools to record information including other equipment as needed	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xviii) use appropriate tools to analyze information, including journals/notebooks	

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Course Title	**§112.18. Science, Grade 6, Beginning with School Year 2010-2011.**		
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xix) use appropriate tools to analyze information, including beakers	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xx) use appropriate tools to analyze information, including Petri dishes	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxi) use appropriate tools to analyze information, including meter sticks	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxii) use appropriate tools to analyze information, including graduated cylinders	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiii) use appropriate tools to analyze information, including hot plates	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiv) use appropriate tools to analyze information, including test tubes	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxv) use appropriate tools to analyze information, including triple beam balances	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxvi) use appropriate tools to analyze information, including microscopes	

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Course Title	**§112.18. Science, Grade 6, Beginning with School Year 2010-2011.**		
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxvii) use appropriate tools to analyze information, including thermometers	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxviii) use appropriate tools to analyze information, including calculators	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxix) use appropriate tools to analyze information, including computers	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxx) use appropriate tools to analyze information, including timing devices	

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Course Title	**§112.18. Science, Grade 6, Beginning with School Year 2010-2011.**		
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxxi) use appropriate tools to analyze information, including other equipment as needed	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) 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	(i) use preventative safety equipment, including chemical splash goggles	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) 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	(ii) use preventative safety equipment, including aprons	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) 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	(iii) use preventative safety equipment, including gloves	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) 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	(iv) be prepared to use emergency safety equipment, including an eye/face wash	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) 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	(v) be prepared to use emergency safety equipment, including a fire blanket	
(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) 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	(vi) be prepared to use emergency safety equipment, including a fire extinguisher	
(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(A) know that an element is a pure substance represented by chemical symbols		
(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(i) recognize that a limited number of the many known elements comprise the largest portion of solid Earth	
(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(ii) recognize that a limited number of the many known elements comprise the largest portion of living matter	
(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(iii) recognize that a limited number of the many known elements comprise the largest portion of oceans	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(iv) recognize that a limited number of the many known elements comprise the largest portion of the atmosphere	
(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(C) differentiate between elements and compounds on the most basic level		
(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(D) identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change	(i) identify the formation of a new substance by using the evidence of a possible chemical change	
(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(A) compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability	(i) compare metals, nonmetals, and metalloids using physical properties	
(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(B) calculate density to identify an unknown substance		
(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(i) test the physical properties of minerals, including hardness	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(ii) test the physical properties of minerals, including color	
(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(iii) test the physical properties of minerals, including luster	
(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(iv) test the physical properties of minerals, including streak	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(i) research the advantages of using coal	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(ii) research the advantages of using oil	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iii) research the advantages of using natural gas	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iv) research the advantages of using nuclear power	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(v) research the advantages of using biomass	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(vi) research the advantages of using wind	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(vii) research the advantages of using hydropower	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(viii) research the advantages of using geothermal [resources]	

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(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(ix) research the advantages of using solar resources	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(x) research the disadvantages of using coal	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xi) research the disadvantages of using oil	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xii) research the disadvantages of using natural gas	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xiii) research the disadvantages of using nuclear power	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xiv) research the disadvantages of using biomass	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xv) research the disadvantages of using wind	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xvi) research the disadvantages of using hydropower	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xvii) research the disadvantages of using geothermal [resources]	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xviii) research the disadvantages of using solar resources	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xix) debate the advantages and disadvantages of using coal	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xx) debate the advantages and disadvantages of using oil	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxi) debate the advantages and disadvantages of using natural gas	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxii) debate the advantages and disadvantages of using nuclear power	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxiii) debate the advantages and disadvantages of using biomass	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxiv) debate the advantages and disadvantages of using wind	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxv) debate the advantages and disadvantages of using hydropower	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxvi) debate the advantages and disadvantages of using geothermal [resources]	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxvii) debate the advantages and disadvantages of using solar resources	
(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(B) design a logical plan to manage energy resources in the home, school, or community		
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(i) compare potential and kinetic energy	
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(ii) contrast potential and kinetic energy	
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(i) identify the changes in position of an object when acted upon by unbalanced forces	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(ii) identify the changes in direction when acted upon by unbalanced forces	
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(iii) identify the changes in speed of an object when acted upon by unbalanced forces	
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(iv) describe the changes in position when acted upon by unbalanced forces	
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(v) describe the changes in direction of an object when acted upon by unbalanced forces	
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(vi) describe the changes in speed of an object when acted upon by unbalanced forces	
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(C) calculate average speed using distance and time measurements		
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(i) measure changes in motion	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(ii) graph changes in motion	
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(E) investigate how inclined planes and pulleys can be used to change the amount of force to move an object	(i) investigate how inclined planes can be used to change the amount of force to move an object	
(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(E) investigate how inclined planes and pulleys can be used to change the amount of force to move an object	(ii) investigate how pulleys can be used to change the amount of force to move an object	
(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(i) investigate methods of thermal energy transfer, including conduction	
(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(ii) investigate methods of thermal energy transfer, including convection	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(iii) investigate methods of thermal energy transfer, including radiation	
(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(B) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting	(i) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature	
(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(C) demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy	(i) demonstrate energy transformations	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(i) build a model to illustrate the structural layers of Earth, including the inner core	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(ii) build a model to illustrate the structural layers of Earth, including the outer core	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(iii) build a model to illustrate the structural layers of Earth, including the mantle	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(iv) build a model to illustrate the structural layers of Earth, including the crust	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(v) build a model to illustrate the structural layers of Earth, including the asthenosphere	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(vi) build a model to illustrate the structural layers of Earth, including the lithosphere	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(B) classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation		
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(i) identify the major tectonic plates, including Eurasian	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(ii) identify the major tectonic plates, including African	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iii) identify the major tectonic plates, including Indo-Australian	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iv) identify the major tectonic plates, including Pacific	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(v) identify the major tectonic plates, including North American	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(vi) identify the major tectonic plates, including South American	
(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(D) describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building	(i) describe how plate tectonics causes major geological events	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(i) describe the physical properties of the Sun	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(ii) describe the physical properties of the planets	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(iii) describe the physical properties of the Galilean moons	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(iv) describe the physical properties of meteors	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(v) describe the physical properties of asteroids	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(vi) describe the physical properties of comets	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(vii) describe the location of the Sun	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(viii) describe the location of the planets	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(ix) describe the locations of the Galilean moons	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(x) describe the locations of meteors	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xi) describe the locations of asteroids	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xii) describe the locations of comets	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xiii) describe the movements of the Sun	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xiv) describe the movements of the planets	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xv) describe the movements of the Galilean moons	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xvi) describe the movements of meteors	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xvii) describe the movements of asteroids	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xviii) describe the movements of comets	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(B) understand that gravity is the force that governs the motion of our solar system		
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(i) describe the history of space exploration, including the types of equipment needed for space travel	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(ii) describe the history of space exploration, including the types of transportation needed for space travel	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(iii) describe the future of space exploration, including the types of equipment needed for space travel	
(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(iv) describe the future of space exploration, including the types of transportation needed for space travel	
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(A) understand that all organisms are composed of one or more cells		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(B) recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic		
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(C) recognize that the broadest taxonomic classification of living organisms is divided into currently recognized Domains		
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(i) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, that further classify them in the currently recognized Kingdoms	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(ii) identify the basic characteristics of organisms, including unicellular or multicellular, that further classify them in the currently recognized Kingdoms	
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(iii) identify the basic characteristics of organisms, including autotrophic or heterotrophic, that further classify them in the currently recognized Kingdoms	
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(iv) identify the basic characteristics of organisms, including mode of reproduction, that further classify them in the currently recognized Kingdoms	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(E) describe biotic and abiotic parts of an ecosystem in which organisms interact	(i) describe biotic parts of an ecosystem in which organisms interact	
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(E) describe biotic and abiotic parts of an ecosystem in which organisms interact	(ii) describe abiotic parts of an ecosystem in which organisms interact	
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(i) diagram the levels of organization within an ecosystem, including organism	

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(ii) diagram the levels of organization within an ecosystem, including population	
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(iii) diagram the levels of organization within an ecosystem, including community	
(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(iv) diagram the levels of organization within an ecosystem, including ecosystem	