

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

By Subject and Grade Level



## SOCIAL STUDIES

**Grade 6: 113.22 (20) Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:**

- (A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world
- (C) make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations

**Grade 7: 113.23 (20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:**

- (A) compare types and uses of technology, past and present
- (B) identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. "Dad" Joiner
- (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land
- (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world
- (F) make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations

**(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:**

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

**Grade 8: 113.24 (29) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:**

- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history
- (B) describe how scientific ideas influenced technological developments during different periods in U.S. history
- (C) identify examples of how industrialization changed life in the United States

**(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:**

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**High School: American History: 113.32 (23) Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:**

- (A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States; and
- (B) explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living.

**High School: World History: 113.33 (24) Science, technology, and society. The student understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries. The student is expected to:**

- (A) explain the causes of industrialization and evaluate both short-term and long-term impact on societies;
- (B) describe the connection between scientific discoveries and technological innovations and new patterns of social and cultural life in the 20th century, such as developments in transportation and communication that affected social mobility
- (C) identify the contributions of significant scientists and inventors such as Robert Boyle, Marie Curie, Thomas Edison, Albert Einstein, Robert Fulton, Sir Isaac Newton, Louis Pasteur, and James Watt.

**(27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:**

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- (B) decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**High School: United States Government: 113.35 (27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:**

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

## ENGLISH LANGUAGE ARTS AND READING

**Grades 6, 7, 8: 110.22 (13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:**

- (G) draw conclusions from information gathered from multiple sources (4–8);
- (H) use compiled information and knowledge to raise additional, unanswered questions (3–8)
- (I) present organized statements, reports, and speeches using visuals or media to support meaning (6–8).

**(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:**

- (A) frame questions to direct research (4-8)
- (B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8)
- (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8)
- (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)
- (E) present information in various forms using available technology (4-8)
- (F) evaluate his/her own research and frame new questions for further investigation (4-8)
- (G) follow accepted formats for writing research, including documenting sources (6-8).

**High School: English I–III:110.42 (13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:**

- (A) generate relevant, interesting, and researchable questions
- (B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;
- (C) organize and convert information into different forms such as charts, graphs, and drawings
- (D) adapt researched material for presentation to different audiences and for different purposes, and cite sources completely
- (E) draw conclusions from information gathered.

**110.43, 110.44 (13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:**

- (A) generate relevant, interesting, and researchable questions
- (B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet
- (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information
- (D) produce reports and research projects in varying forms for audiences
- (E) draw conclusions from information gathered

## SCIENCE

**Grades 7, 8: 112.23 (3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:**

- (A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information
- (B) draw inferences based on data related to promotional materials for products and services
- (C) represent the natural world using models and identify their limitations
- (D) evaluate the impact of research on scientific thought, society, and the environment
- (F) connect Grade 7 and 8 science concepts with the history of science and contributions of scientists.

**High School: Physics and Chemistry: 112.43 (4) Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that 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. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.**

**High School: Biology: 112.43 (4) Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that 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. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.**

**High School: Environment Systems: 112.44 (4) Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that 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. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.**