

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### §112.11. Science, Kindergarten

Publisher Name: Knowing Science LLC  
Program Title: Core Science Curriculum and STEM Kit  
ISBN: 9780985074401

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
100.00%	96.77%	0.00%	100.00%

#### 1 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(A) collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums

#### §112.11. Science, Kindergarten

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
Grade Kindergarten  
ISBN: 9781847006004

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
96.77	96.77	0.00%	100

#### 1 Texas Essential Knowledge and Skills Not Addressed-Student Components

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(B) use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment

#### 1 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

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(B) use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment

#### §112.11. Science, Kindergarten

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
Grade Kindergarten  
ISBN: 9781847006097

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
96.77	96.77	0.00%	100

#### 1 Texas Essential Knowledge and Skills Not Addressed-Student Components

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(B) use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment

#### 1 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(B) use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment

#### §112.12. Science, Grade 1

Publisher Name: Knowing Science LLC  
Program Title: Knowing Science  
ISBN: 9780983264217

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
69.70	69.70	0.00%	100

#### 10 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:

(C) identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

(D) record and organize data using pictures, numbers, and words

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(B) measure and compare organisms and objects using non-standard units

(6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:

(A) identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life

(8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:

(C) identify characteristics of the seasons of the year and day and night

(8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:

(D) demonstrate that air is all around us and observe that wind is moving air

(9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:

(A) sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(B) identify and compare the parts of plants

### 10 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:

(C) identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

(D) record and organize data using pictures, numbers, and words

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(B) measure and compare organisms and objects using non-standard units

(6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life

(8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:

(C) identify characteristics of the seasons of the year and day and night

(8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:

(D) demonstrate that air is all around us and observe that wind is moving air

(9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:

(A) sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(B) identify and compare the parts of plants

### §112.12. Science, Grade 1

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
Grade 1  
ISBN: 9781847006103

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
96.97	96.97	0.00%	100

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 1 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

(A) ask questions about organisms, objects, and events observed in the natural world

#### 1 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

(E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations

#### §112.12. Science, Grade 1

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition Grade 1  
ISBN: 9781847006011

##### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
96.97	96.97	0.00%	100

#### 1 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

(A) ask questions about organisms, objects, and events observed in the natural world

#### 1 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

(E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations

#### §112.13. Science, Grade 2

Publisher Name: Knowing Science LLC  
Program Title: Knowing Science  
ISBN: 9780983264231

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
80	80	0.00%	100

#### 7 Texas Essential Knowledge and Skills Not Addressed-Student Components

(3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:

(C) identify what a scientist is and explore what different scientists do

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(A) collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(B) measure and compare organisms and objects using non-standard units that approximate metric units

(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:

(C) trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp

(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

(C) distinguish between natural and manmade resources

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(C) explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions

### 7 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:

(C) identify what a scientist is and explore what different scientists do

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(A) collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(B) measure and compare organisms and objects using non-standard units that approximate metric units

(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:

(C) trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp

(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

(C) distinguish between natural and manmade resources

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(C) explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions

#### §112.13. Science, Grade 2

Publisher Name: Millmark Education Corporation, Inc.  
Program Title: CL Digital Online Curriculum Unit Package, TX- Gr. 2  
ISBN: 9781616186913

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
57.14	57.14	0.00%	100

#### 15 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

(A) identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

(B) describe the importance of safe practices

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

(C) identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal

(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:

(A) ask questions about organisms, objects, and events during observations and investigations

(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(F) compare results of investigations with what students and scientists know about the world

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(A) collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums

(5) Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:

(A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid

(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:

(A) investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter

(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

(B) identify and compare the properties of natural sources of freshwater and saltwater

(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

(C) distinguish between natural and manmade resources

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation

(9) Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:

(A) identify the basic needs of plants and animals

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(C) investigate and record some of the unique stages that insects undergo during their life cycle

### 15 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

(A) identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

(B) describe the importance of safe practices

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

(C) identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal

(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (A) ask questions about organisms, objects, and events during observations and investigations
  
- (2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
  - (F) compare results of investigations with what students and scientists know about the world
  
- (4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:
  - (A) collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums
  
- (5) Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:
  - (A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid
  
- (6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:
  - (A) investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter
  
- (7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:
  - (B) identify and compare the properties of natural sources of freshwater and saltwater
  
- (7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:
  - (C) distinguish between natural and manmade resources
  
- (8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation

(9) Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:

(A) identify the basic needs of plants and animals

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(C) investigate and record some of the unique stages that insects undergo during their life cycle

### §112.13. Science, Grade 2

Publisher Name: VSCHOOLZ, Inc.  
Program Title: VSCHOOLZ  
ISBN: 9781626581524

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
60	60	0.00%	100

### 14 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

(A) identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:
  - (C) identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal
  
- (2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
  - (A) ask questions about organisms, objects, and events during observations and investigations
  
- (2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
  - (D) record and organize data using pictures, numbers, and words
  
- (3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
  - (C) identify what a scientist is and explore what different scientists do
  
- (4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:
  - (A) collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums
  
- (5) Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:
  - (A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid
  
- (6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:
  - (C) trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp

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(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

(A) observe and describe rocks by size, texture, and color

(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

(B) identify and compare the properties of natural sources of freshwater and saltwater

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(D) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water

### 14 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

(A) identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

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- (C) identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal
  
- (2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
  - (A) ask questions about organisms, objects, and events during observations and investigations
  
- (2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
  - (D) record and organize data using pictures, numbers, and words
  
- (3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
  - (C) identify what a scientist is and explore what different scientists do
  
- (4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:
  - (A) collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of
  
- (5) Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:
  - (A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid
  
- (5) Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:
  - (D) combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties
  
- (7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

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(A) observe and describe rocks by size, texture, and color

(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

(B) identify and compare the properties of natural sources of freshwater and saltwater

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(D) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water

#### §112.14. Science, Grade 3

Publisher Name: Edumatics Corporation  
Program Title: Edusmart Science Texas - Grade 3  
ISBN: 9781939511768

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
97.14	100	0.00%	100

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data

#### §112.14. Science, Grade 3

Publisher Name: Millmark Education Corporation, Inc.  
Program Title: CL Digital Online Curriculum Unit Package, TX- Gr. 3  
ISBN: 9781616186920

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
77.14	80.00	0.00%	100

#### 8 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(B) collect data by observing and measuring using the metric system and recognize differences between observed and measured data

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data

(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums

(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

(C) predict, observe, and record changes in the state of matter caused by heating or cooling

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:

(B) demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons

(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:

(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains

(9) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:

(C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A) explore how structures and functions of plants and animals allow them to survive in a particular environment

### 7 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(B) collect data by observing and measuring using the metric system and recognize differences between observed and measured data

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data

(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:

(B) demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons

(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:

(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains

(9) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:

(C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A) explore how structures and functions of plants and animals allow them to survive in a particular environment

#### §112.15. Science, Grade 4

Publisher Name: Knowing Science LLC  
Program Title: Knowing Science  
ISBN: 9780985074432

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
50	50	0.00%	100

#### 16 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(C) construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (B) draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as for toys, food, and sunscreen
  
- (4) Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to:
  - (A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums
  
- (5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:
  - (A) measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float
  
- (5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:
  - (C) compare and contrast a variety of mixtures and solutions such as rocks in sand, sand in water, or sugar in water
  
- (6) Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:
  - (A) differentiate among forms of energy, including mechanical, sound, electrical, light, and heat/thermal
  
- (6) Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:
  - (B) differentiate between conductors and insulators
  
- (6) Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:
  - (C) demonstrate that electricity travels in a closed path, creating an electrical circuit, and explore an electromagnetic field
  
- (7) Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (A) examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants
- (7) Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:
- (B) observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice
- (7) Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:
- (C) identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation
- (8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
- (A) measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key
- (8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
- (B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process
- (8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
- (C) collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time
- (9) Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment. The student is expected to:
- (A) investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food
- (9) Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment. The student is expected to:
- (B) describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web such as a fire in a forest

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 16 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

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(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(C) construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(B) draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as for toys, food, and sunscreen

(4) Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to:

(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums

(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

(A) measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float

(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

(C) compare and contrast a variety of mixtures and solutions such as rocks in sand, sand in water, or sugar in water

(6) Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(A) differentiate among forms of energy, including mechanical, sound, electrical, light, and heat/thermal

(6) Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) differentiate between conductors and insulators

(6) Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(C) demonstrate that electricity travels in a closed path, creating an electrical circuit, and explore an electromagnetic field

(7) Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:

(A) examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants

(7) Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:

(B) observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice

(7) Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:

(C) identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

(A) measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

(B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

(C) collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment. The student is expected to:

(A) investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food

(9) Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment. The student is expected to:

(B) describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web such as a fire in a forest

#### §112.15. Science, Grade 4

Publisher Name: Millmark Education Corporation, Inc.  
Program Title: CL Digital Online Curriculum Unit Package, TX- Gr. 4  
ISBN: 9781616186937

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
84.38	87.50	0.00%	100

#### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(C) construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

(4) Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to:

(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

(A) measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to:

(C) explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans

### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(C) construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

(4) Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to:

(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to:

(C) explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans

### §112.16. Science, Grade 5

Publisher Name: LAZEL, Inc. dba ExploreLearning  
Program Title: ExploreLearning Science Gizmos  
ISBN: 9781146870012

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
63.16	63.16	0.00%	100

#### 14 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums

(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy

(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound

(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:

(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels

(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:

(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice

(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:

(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

(A) differentiate between weather and climate

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

(D) identify and compare the physical characteristics of the Sun, Earth, and Moon

(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements

(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle

#### 14 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums

(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy

(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound

(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:

(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels

(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:

(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice

(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:

(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

(A) differentiate between weather and climate

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

(D) identify and compare the physical characteristics of the Sun, Earth, and Moon

(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements

(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle

#### §112.16. Science, Grade 5

Publisher Name: TPS Publishing Inc  
Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
Program Title: Grade 5  
ISBN: 9781847006059

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
89.47	89.47	0.00%	100

#### 4 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. 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

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

#### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. 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

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

### §112.16. Science, Grade 5

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
Grade 5  
ISBN: 9781847006141

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
89.47	89.47	0.00%	100

### 4 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. 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

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

#### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. 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

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

#### §112.16. Science, Grade 5

Publisher Name: Zingy Learning  
Program Title: Zingy Science Texas 3-5  
ISBN: 9780989261104

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
52.63	52.63	0.00%	100

#### 18 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

(B) make informed choices in the conservation, disposal, and recycling of materials

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(A) describe, plan, and implement simple experimental investigations testing one variable

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(C) collect information by detailed observations and accurate measuring

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(E) demonstrate that repeated investigations may increase the reliability of results

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(F) communicate valid conclusions in both written and verbal forms

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. 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

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(B) evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(C) draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums

(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy

(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy

(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(D) design an experiment that tests the effect of force on an object

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals

### 18 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations

(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

(B) make informed choices in the conservation, disposal, and recycling of materials

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(A) describe, plan, and implement simple experimental investigations testing one variable

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(C) collect information by detailed observations and accurate measuring

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(E) demonstrate that repeated investigations may increase the reliability of results

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(F) communicate valid conclusions in both written and verbal forms

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (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
- (3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
- (B) evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels
- (3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
- (C) draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works
- (3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
- (D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists
- (4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:
- (A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums
- (5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:
- (A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy
- (6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:
- (A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(D) design an experiment that tests the effect of force on an object

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals

### §112.16. Science (Spanish), Grade 5

Publisher Name: Zingy Learning  
Program Title: Zingy Science Texas 3-5 Spanish  
ISBN: 9780989261111

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
60.53	60.53	0.00%	100

### 15 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Investigación y razonamiento científicos. El estudiante lleva a cabo investigaciones dentro y fuera del salón de clases siguiendo procedimientos de seguridad de la escuela y del hogar, y prácticas ambientales adecuadas y éticas. Se espera que el estudiante:

(A) demuestre las prácticas de seguridad y el uso del equipo de seguridad que se describen en los Estándares de Seguridad de Texas durante las clases y las investigaciones al aire libre

(1) Investigación y razonamiento científicos. El estudiante lleva a cabo investigaciones dentro y fuera del salón de clases siguiendo procedimientos de seguridad de la escuela y del hogar, y prácticas ambientales adecuadas y éticas. Se espera que el estudiante:

(B) tome decisiones informadas sobre la conservación, el desecho y el reciclaje de materiales

(2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:

(A) describa, planifique e implemente investigaciones experimentales sencillas probando una variable

(2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) formule preguntas bien definidas, formule hipótesis comprobables y seleccione y use apropiadamente el equipo y la tecnología

(2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:

(C) reúna información a través de observaciones detalladas y medición precisa

(2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:

(D) analice e interprete información para elaborar explicaciones razonables usando evidencia directa (observable) y la indirecta (inferida)

(2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:

(E) demuestre que repetir las investigaciones puede aumentar la confiabilidad de los resultados

(2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:

(F) comunique conclusiones válidas en forma escrita y oral

(2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:

(G) construya gráficas simples, tablas, mapas y diagramas apropiados usando tecnología, incluyendo computadoras para organizar, examinar y evaluar la información

(3) Investigación y razonamiento científicos. El estudiante usa el razonamiento crítico y la resolución científica de problemas para tomar decisiones informadas. Se espera que el estudiante:

(A) analice, evalúe y critique las explicaciones científicas en todos los campos de las ciencias usando la evidencia empírica, el razonamiento lógico y pruebas experimentales y de observación, incluyendo el examen de todos los ángulos de la evidencia científica de esas explicaciones científicas, de tal manera que se fomente el razonamiento crítico en el estudiante

(3) Investigación y razonamiento científicos. El estudiante usa el razonamiento crítico y la resolución científica de problemas para tomar decisiones informadas. Se espera que el estudiante:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) evalúe la exactitud de la información relacionada con materiales de promoción de productos y servicios, tales como las etiquetas de información nutricional

(3) Investigación y razonamiento científicos. El estudiante usa el razonamiento crítico y la resolución científica de problemas para tomar decisiones informadas. Se espera que el estudiante:

(C) dibuje o desarrolle un modelo que represente cómo funcionan o son algunas cosas que no se pueden ver, tales como el funcionamiento de una máquina de refrescos

(3) Investigación y razonamiento científicos. El estudiante usa el razonamiento crítico y la resolución científica de problemas para tomar decisiones informadas. Se espera que el estudiante:

(D) relacione los conceptos de ciencias apropiados al nivel del grado con la historia de las ciencias, las carreras científicas y las contribuciones de los científicos

(4) Investigación y razonamiento científicos. El estudiante entiende cómo usar una variedad de instrumentos y métodos para realizar investigaciones científicas. Se espera que el estudiante:

(A) reúna, anote y analice información usando instrumentos, incluyendo calculadoras, microscopios, cámaras, computadoras, lupas, reglas métricas, termómetros en grados Celsius, prismas, espejos, balanzas de platillos, balanzas de tres brazos, básculas, cilindros graduados, vasos de precipitados, hornillos, metros, imanes, redes, cuadernos; medidores de tiempo, incluyendo relojes y cronómetros; y materiales que apoyen las observaciones de los hábitats u organismos. tales como terrarios y acuarios

(4) Investigación y razonamiento científicos. El estudiante entiende cómo usar una variedad de instrumentos y métodos para realizar investigaciones científicas. Se espera que el estudiante:

(B) use equipo de seguridad, incluyendo lentes y guantes de seguridad

### 15 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Investigación y razonamiento científicos. El estudiante lleva a cabo investigaciones dentro y fuera del salón de clases siguiendo procedimientos de seguridad de la escuela y del hogar, y prácticas ambientales adecuadas y éticas. Se espera que el estudiante:

(A) demuestre las prácticas de seguridad y el uso del equipo de seguridad que se describen en los Estándares de Seguridad de Texas durante las clases y las investigaciones al aire libre

(1) Investigación y razonamiento científicos. El estudiante lleva a cabo investigaciones dentro y fuera del salón de clases siguiendo procedimientos de seguridad de la escuela y del hogar, y prácticas ambientales adecuadas y éticas. Se espera que el estudiante:

(B) tome decisiones informadas sobre la conservación, el desecho y el reciclaje de materiales

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:
- (A) describa, planifique e implemente investigaciones experimentales sencillas probando una variable
- (2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:
- (B) formule preguntas bien definidas, formule hipótesis comprobables y seleccione y use apropiadamente el equipo y la tecnología
- (2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:
- (C) reúna información a través de observaciones detalladas y medición precisa
- (2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:
- (D) analice e interprete información para elaborar explicaciones razonables usando evidencia directa (observable) y la indirecta (inferida)
- (2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:
- (E) demuestre que repetir las investigaciones puede aumentar la confiabilidad de los resultados
- (2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:
- (F) comunique conclusiones válidas en forma escrita y oral
- (2) Investigación y razonamiento científicos. El estudiante usa métodos científicos durante las investigaciones en el laboratorio y al aire libre. Se espera que el estudiante:
- (G) construya gráficas simples, tablas, mapas y diagramas apropiados usando tecnología, incluyendo computadoras para organizar, examinar y evaluar la información
- (3) Investigación y razonamiento científicos. El estudiante usa el razonamiento crítico y la resolución científica de problemas para tomar decisiones informadas. Se espera que el estudiante:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (A) analice, evalúe y critique las explicaciones científicas en todos los campos de las ciencias usando la evidencia empírica, el razonamiento lógico y pruebas experimentales y de observación, incluyendo el examen de todos los ángulos de la evidencia científica de esas explicaciones científicas, de tal manera que se fomente el razonamiento crítico en el estudiante
- (3) Investigación y razonamiento científicos. El estudiante usa el razonamiento crítico y la resolución científica de problemas para tomar decisiones informadas. Se espera que el estudiante:
- (B) evalúe la exactitud de la información relacionada con materiales de promoción de productos y servicios, tales como las etiquetas de información nutricional
- (3) Investigación y razonamiento científicos. El estudiante usa el razonamiento crítico y la resolución científica de problemas para tomar decisiones informadas. Se espera que el estudiante:
- (C) dibuje o desarrolle un modelo que represente cómo funcionan o son algunas cosas que no se pueden ver, tales como el funcionamiento de una máquina de refrescos
- (3) Investigación y razonamiento científicos. El estudiante usa el razonamiento crítico y la resolución científica de problemas para tomar decisiones informadas. Se espera que el estudiante:
- (D) relacione los conceptos de ciencias apropiados al nivel del grado con la historia de las ciencias, las carreras científicas y las contribuciones de los científicos
- (4) Investigación y razonamiento científicos. El estudiante entiende cómo usar una variedad de instrumentos y métodos para realizar investigaciones científicas. Se espera que el estudiante:
- (A) reúna, anote y analice información usando instrumentos, incluyendo calculadoras, microscopios, cámaras, computadoras, lupas, reglas métricas, termómetros en grados Celsius, prismas, espejos, balanzas de platillos, balanzas de tres brazos, básculas, cilindros graduados, vasos de precipitados, hornillos, metros, imanes, redes, cuadernos; medidores de tiempo, incluyendo relojes y cronómetros; y materiales que apoyen las observaciones de los hábitats u organismos. tales como terrarios v acuarios
- (4) Investigación y razonamiento científicos. El estudiante entiende cómo usar una variedad de instrumentos y métodos para realizar investigaciones científicas. Se espera que el estudiante:
- (B) use equipo de seguridad, incluyendo lentes y guantes de seguridad

### §112.18. Science, Grade 6

Publisher Name: LAZEL, Inc. dba ExploreLearning  
Program Title: ExploreLearning Science Gizmos  
ISBN: 9781146870012

Percent of TEKS Addressed

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
60.47	60.47	100	100

#### 17 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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

(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

(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

(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

(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

(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

(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:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(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

(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

(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

(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

(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

(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

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(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

(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

### 17 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(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

(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

(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

(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

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(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

(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

(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

(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

(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

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(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

(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

(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

(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

(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

### §112.18. Science, Grade 6

Publisher Name: Millmark Education Corporation, Inc.  
Program Title: CL Digital Online Curriculum Unit Package, TX- Gr. 6  
ISBN: 9781616186951

Percent of TEKS Addressed

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
88.37	90.70	100	100

#### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

- (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
- (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
- (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
- (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
- (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

#### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

- (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
- (5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere

(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

(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

#### §112.18. Science, Grade 6

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
ISBN: 9781847006066

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
88.37	93.02	100	100

#### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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

(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:

(C) differentiate between elements and compounds on the most basic level

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(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

### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(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

(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

(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

### §112.18. Science, Grade 6

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
ISBN: 9781847006158

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
88.37	93.02	100	100

### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (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
- (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:
- (C) differentiate between elements and compounds on the most basic level
- (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
- (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

### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

- (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
- (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:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(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

### §112.18. Science, Grade 6

Publisher Name: Zingy Learning  
Program Title: Zingy Science Texas 6-8  
ISBN: 9780989261128

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
76.74	67.44	100	100

### 14 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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

(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

(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

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology

(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

(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

(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

(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

(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

(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

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 14 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(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

(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

(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

(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

(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

(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

(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

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(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

(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

(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

(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

(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

(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:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel

#### §112.19. Science, Grade 7

Publisher Name: LAZEL, Inc. dba ExploreLearning  
Program Title: ExploreLearning Science Gizmos  
ISBN: 9781146870012

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
61.36	61.36	100	100

#### 17 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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

(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

(4) Science 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 life science models, hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment as needed to teach the curriculum

(5) Matter and energy. The student knows that interactions occur between matter and energy. The student is expected to:

(C) diagram the flow of energy through living systems, including food chains, food webs, and energy pyramids

(6) Matter and energy. The student knows that matter has physical and chemical properties and can undergo physical and chemical changes. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) identify that organic compounds contain carbon and other elements such as hydrogen, oxygen, phosphorus, nitrogen, or sulfur

(7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:

(A) contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still

(7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:

(B) illustrate the transformation of energy within an organism such as the transfer from chemical energy to heat and thermal energy in digestion

(7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:

(C) demonstrate and illustrate forces that affect motion in everyday life such as emergence of seedlings, turgor pressure, and geotropism

(8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:

(A) predict and describe how different types of catastrophic events impact ecosystems such as floods, hurricanes, or tornadoes

(8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:

(B) analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas

(8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:

(C) model the effects of human activity on groundwater and surface water in a watershed

(9) Earth and space. The student knows components of our solar system. The student is expected to:

(A) analyze the characteristics of objects in our solar system that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Earth and space. The student knows components of our solar system. The student is expected to:

(B) identify the accommodations, considering the characteristics of our solar system, that enabled manned space exploration

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(A) observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(B) describe how biodiversity contributes to the sustainability of an ecosystem

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(C) observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(B) identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems

### 17 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(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

(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

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (4) Science 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 life science models, hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment as needed to teach the curriculum
- (5) Matter and energy. The student knows that interactions occur between matter and energy. The student is expected to:
- (C) diagram the flow of energy through living systems, including food chains, food webs, and energy pyramids
- (6) Matter and energy. The student knows that matter has physical and chemical properties and can undergo physical and chemical changes. The student is expected to:
- (A) identify that organic compounds contain carbon and other elements such as hydrogen, oxygen, phosphorus, nitrogen, or sulfur
- (7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:
- (A) contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still
- (7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:
- (B) illustrate the transformation of energy within an organism such as the transfer from chemical energy to heat and thermal energy in digestion
- (7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:
- (C) demonstrate and illustrate forces that affect motion in everyday life such as emergence of seedlings, turgor pressure, and geotropism
- (8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:
- (A) predict and describe how different types of catastrophic events impact ecosystems such as floods, hurricanes, or tornadoes

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:
- (B) analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas
- (8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:
- (C) model the effects of human activity on groundwater and surface water in a watershed
- (9) Earth and space. The student knows components of our solar system. The student is expected to:
- (A) analyze the characteristics of objects in our solar system that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere
- (9) Earth and space. The student knows components of our solar system. The student is expected to:
- (B) identify the accommodations, considering the characteristics of our solar system, that enabled manned space exploration
- (10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:
- (A) observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms
- (10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:
- (B) describe how biodiversity contributes to the sustainability of an ecosystem
- (10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:
- (C) observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds
- (12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems

#### §112.19. Science, Grade 7

Publisher Name: Millmark Education Corporation, Inc.  
Program Title: CL Digital Online Curriculum Unit Package, TX- Gr. 7  
ISBN: 9781616186968

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
72.73	88.64	100	100

#### 12 Texas Essential Knowledge and Skills Not Addressed-Student Components

(6) Matter and energy. The student knows that matter has physical and chemical properties and can undergo physical and chemical changes. The student is expected to:

(B) distinguish between physical and chemical changes in matter in the digestive system

(7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:

(A) contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still

(7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:

(B) illustrate the transformation of energy within an organism such as the transfer from chemical energy to heat and thermal energy in digestion

(8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:

(B) analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas

(9) Earth and space. The student knows components of our solar system. The student is expected to:

(A) analyze the characteristics of objects in our solar system that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(A) observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(C) observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds

(11) Organisms and environments. The student knows that populations and species demonstrate variation and inherit many of their unique traits through gradual processes over many generations. The student is expected to:

(C) identify some changes in genetic traits that have occurred over several generations through natural selection and selective breeding such as the Galapagos Medium Ground Finch (*Geospiza fortis*) or domestic animals

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(A) investigate and explain how internal structures of organisms have adaptations that allow specific functions such as gills in fish, hollow bones in birds, or xylem in plants

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(B) identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(C) recognize levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(F) recognize that according to cell theory all organisms are composed of cells and cells carry on similar functions such as extracting energy from food to sustain life

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Matter and energy. The student knows that matter has physical and chemical properties and can undergo physical and chemical changes. The student is expected to:

(B) distinguish between physical and chemical changes in matter in the digestive system

(7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:

(A) contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still

(8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:

(B) analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(C) observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(B) identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems

### §112.19. Science, Grade 7

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
Grade 7  
ISBN: 9781847006073

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
75	90.91	100	100

### 11 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (C) identify advantages and limitations of models such as size, scale, properties, and materials
  
- (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
  
- (4) Science 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 life science models, hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment as needed to teach the curriculum
  
- (7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:
  - (A) contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still
  
- (8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:
  - (B) analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas
  
- (8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:
  - (C) model the effects of human activity on groundwater and surface water in a watershed
  
- (10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:
  - (B) describe how biodiversity contributes to the sustainability of an ecosystem
  
- (12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(D) differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(E) compare the functions of a cell to the functions of organisms such as waste removal

(14) Organisms and environments. The student knows that reproduction is a characteristic of living organisms and that the instructions for traits are governed in the genetic material. The student is expected to:

(A) define heredity as the passage of genetic instructions from one generation to the next generation

### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:

(A) predict and describe how different types of catastrophic events impact ecosystems such as floods, hurricanes, or tornadoes

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(A) observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(C) recognize levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms

(14) Organisms and environments. The student knows that reproduction is a characteristic of living organisms and that the instructions for traits are governed in the genetic material. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (A) define heredity as the passage of genetic instructions from one generation to the next generation

#### §112.19. Science, Grade 7

Publisher Name: TPS Publishing Inc  
Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
Program Title: Grade 7  
ISBN: 9781847006165

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
75	90.91	100	100

#### 11 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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

(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

(4) Science 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 life science models, hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment as needed to teach the curriculum

(7) Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:

- (A) contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:

(B) analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas

(8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:

(C) model the effects of human activity on groundwater and surface water in a watershed

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(B) describe how biodiversity contributes to the sustainability of an ecosystem

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(B) identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(D) differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(E) compare the functions of a cell to the functions of organisms such as waste removal

(14) Organisms and environments. The student knows that reproduction is a characteristic of living organisms and that the instructions for traits are governed in the genetic material. The student is expected to:

(A) define heredity as the passage of genetic instructions from one generation to the next generation

## 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) Earth and space. The student knows that natural events and human activity can impact Earth systems. The student is expected to:

(A) predict and describe how different types of catastrophic events impact ecosystems such as floods, hurricanes, or tornadoes

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(A) observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms

(12) Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:

(C) recognize levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms

(14) Organisms and environments. The student knows that reproduction is a characteristic of living organisms and that the instructions for traits are governed in the genetic material. The student is expected to:

(A) define heredity as the passage of genetic instructions from one generation to the next generation

### §112.20. Science, Grade 8

Publisher Name: LAZEL, Inc. dba ExploreLearning  
Program Title: ExploreLearning Science Gizmos  
ISBN: 9781146870012

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
62.50	62.50	100	100

### 15 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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

(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:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (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
  
- (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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum
  
- (6) Force, motion, and energy. The student knows that there is a relationship between force, motion, and energy. The student is expected to:
  - (B) differentiate between speed, velocity, and acceleration
  
- (6) Force, motion, and energy. The student knows that there is a relationship between force, motion, and energy. The student is expected to:
  - (C) investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches
  
- (8) Earth and space. The student knows characteristics of the universe. The student is expected to:
  - (A) describe components of the universe, including stars, nebulae, and galaxies, and use models such as the Hertzsprung-Russell diagram for classification
  
- (8) Earth and space. The student knows characteristics of the universe. The student is expected to:
  - (B) recognize that the Sun is a medium-sized star near the edge of a disc-shaped galaxy of stars and that the Sun is many thousands of times closer to Earth than any other star
  
- (8) Earth and space. The student knows characteristics of the universe. The student is expected to:
  - (D) model and describe how light years are used to measure distances and sizes in the universe
  
- (8) Earth and space. The student knows characteristics of the universe. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) research how scientific data are used as evidence to develop scientific theories to describe the origin of the universe

(9) Earth and space. The student knows that natural events can impact Earth systems. The student is expected to:

(C) interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering

(10) Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to:

(A) recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds and ocean currents

(10) Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to:

(B) identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(A) describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(B) investigate how organisms and populations in an ecosystem depend on and may compete for biotic and abiotic factors such as quantity of light, water, range of temperatures, or soil composition

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(D) recognize human dependence on ocean systems and explain how human activities such as runoff, artificial reefs, or use of resources have modified these systems

### 15 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns
  
- (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
  
- (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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrosopes, timing devices, and other equipment as needed to teach the curriculum
  
- (6) Force, motion, and energy. The student knows that there is a relationship between force, motion, and energy. The student is expected to:
  - (B) differentiate between speed, velocity, and acceleration
  
- (6) Force, motion, and energy. The student knows that there is a relationship between force, motion, and energy. The student is expected to:
  - (C) investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches
  
- (8) Earth and space. The student knows characteristics of the universe. The student is expected to:
  - (A) describe components of the universe, including stars, nebulae, and galaxies, and use models such as the Hertzsprung-Russell diagram for classification
  
- (8) Earth and space. The student knows characteristics of the universe. The student is expected to:
  - (B) recognize that the Sun is a medium-sized star near the edge of a disc-shaped galaxy of stars and that the Sun is many thousands of times closer to Earth than any other star
  
- (8) Earth and space. The student knows characteristics of the universe. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) model and describe how light years are used to measure distances and sizes in the universe

(8) Earth and space. The student knows characteristics of the universe. The student is expected to:

(E) research how scientific data are used as evidence to develop scientific theories to describe the origin of the universe

(9) Earth and space. The student knows that natural events can impact Earth systems. The student is expected to:

(C) interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering

(10) Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to:

(A) recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds and ocean currents

(10) Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to:

(B) identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(A) describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(B) investigate how organisms and populations in an ecosystem depend on and may compete for biotic and abiotic factors such as quantity of light, water, range of temperatures, or soil composition

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(D) recognize human dependence on ocean systems and explain how human activities such as runoff, artificial reefs, or use of resources have modified these systems

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

§112.20. Science, Grade 8

Publisher Name: Millmark Education Corporation, Inc.  
Program Title: CL Digital Online Curriculum Unit Package, TX- Gr. 8  
ISBN: 9781616186975

Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
80.00	82.50	100	100

8 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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

(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

(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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrosopes, timing devices, and other equipment as needed to teach the curriculum

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(A) describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(B) identify that protons determine an element's identity and valence electrons determine its chemical properties, including reactivity

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(D) recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts

(9) Earth and space. The student knows that natural events can impact Earth systems. The student is expected to:

(C) interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(C) explore how short- and long-term environmental changes affect organisms and traits in subsequent populations

### 7 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(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

(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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(A) describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(B) identify that protons determine an element's identity and valence electrons determine its chemical properties, including reactivity

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(D) recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts

(9) Earth and space. The student knows that natural events can impact Earth systems. The student is expected to:

(C) interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(C) explore how short- and long-term environmental changes affect organisms and traits in subsequent populations

### §112.20. Science, Grade 8

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
Grade 8  
ISBN: 9781847006080

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
92.50	90.00	100	100

### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrosopes, timing devices, and other equipment as needed to teach the curriculum

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(A) describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(C) interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements

#### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(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

(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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum

(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

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(F) recognize whether a chemical equation containing coefficients is balanced or not and how that relates to the law of conservation of mass

#### §112.20. Science, Grade 8

Publisher Name: TPS Publishing Inc  
Program Title: Creative Science Curriculum with STEM, Literacy and Arts Texas Edition  
Grade 8  
ISBN: 9781847006172

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
92.50	90.00	100	100

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

- (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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum
- (5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:
- (A) describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud
- (5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:
- (C) interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements

#### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

- (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
- (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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum
- (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
- (5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(F) recognize whether a chemical equation containing coefficients is balanced or not and how that relates to the law of conservation of mass

#### §112.20. Science, Grade 8

Publisher Name: VSCHOOLZ, Inc.  
Program Title: VSCHOOLZ  
ISBN: 9781626582781

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
60.00	60.00	100	100

#### 16 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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

(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

(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

(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 comparative and experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and 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

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (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
- (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
- (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
- (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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrosopes, timing devices, and other equipment as needed to teach the curriculum
- (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
- (6) Force, motion, and energy. The student knows that there is a relationship between force, motion, and energy. The student is expected to:
- (C) investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches
- (8) Earth and space. The student knows characteristics of the universe. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) model and describe how light years are used to measure distances and sizes in the universe

(9) Earth and space. The student knows that natural events can impact Earth systems. The student is expected to:

(C) interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(A) describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(B) investigate how organisms and populations in an ecosystem depend on and may compete for biotic and abiotic factors such as quantity of light, water, range of temperatures, or soil composition

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(C) explore how short- and long-term environmental changes affect organisms and traits in subsequent populations

### 16 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(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

(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

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and 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 comparative and experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and 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
  
- (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
  
- (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
  
- (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
  
- (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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (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
- (6) Force, motion, and energy. The student knows that there is a relationship between force, motion, and energy. The student is expected to:
- (C) investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches
- (8) Earth and space. The student knows characteristics of the universe. The student is expected to:
- (D) model and describe how light years are used to measure distances and sizes in the universe
- (9) Earth and space. The student knows that natural events can impact Earth systems. The student is expected to:
- (C) interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering
- (11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:
- (A) describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems
- (11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:
- (B) investigate how organisms and populations in an ecosystem depend on and may compete for biotic and abiotic factors such as quantity of light, water, range of temperatures, or soil composition
- (11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:
- (C) explore how short- and long-term environmental changes affect organisms and traits in subsequent populations

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Publisher Name: Zingy Learning  
Program Title: Zingy Science Texas 6-8  
ISBN: 9780989261128

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
55.00	55.00	100	100

#### 18 Texas Essential Knowledge and Skills Not Addressed-Student Components

(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

(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

(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

(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

(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

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(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

(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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum

(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

(8) Earth and space. The student knows characteristics of the universe. The student is expected to:

(A) describe components of the universe, including stars, nebulae, and galaxies, and use models such as the Hertzsprung-Russell diagram for classification

(8) Earth and space. The student knows characteristics of the universe. The student is expected to:

(C) explore how different wavelengths of the electromagnetic spectrum such as light and radio waves are used to gain information about distances and properties of components in the universe

(8) Earth and space. The student knows characteristics of the universe. The student is expected to:

(E) research how scientific data are used as evidence to develop scientific theories to describe the origin of the universe

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Earth and space. The student knows that natural events can impact Earth systems. The student is expected to:

(C) interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering

(10) Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to:

(A) recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds and ocean currents

(10) Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to:

(B) identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts

(10) Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to:

(C) identify the role of the oceans in the formation of weather systems such as hurricanes

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(A) describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(D) recognize human dependence on ocean systems and explain how human activities such as runoff, artificial reefs, or use of resources have modified these systems

### 18 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(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

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional 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
  
- (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
  
- (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 comparative and experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology
  
- (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
  
- (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
  
- (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
  
- (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

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(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 lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum

(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

(7) Earth and space. The student knows the effects resulting from cyclical movements of the Sun, Earth, and Moon. The student is expected to:

(A) model and illustrate how the tilted Earth rotates on its axis, causing day and night, and revolves around the Sun causing changes in seasons

(8) Earth and space. The student knows characteristics of the universe. The student is expected to:

(A) describe components of the universe, including stars, nebulae, and galaxies, and use models such as the Hertzsprung-Russell diagram for classification

(8) Earth and space. The student knows characteristics of the universe. The student is expected to:

(C) explore how different wavelengths of the electromagnetic spectrum such as light and radio waves are used to gain information about distances and properties of components in the universe

(8) Earth and space. The student knows characteristics of the universe. The student is expected to:

(D) model and describe how light years are used to measure distances and sizes in the universe

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) Earth and space. The student knows characteristics of the universe. The student is expected to:

(E) research how scientific data are used as evidence to develop scientific theories to describe the origin of the universe

(9) Earth and space. The student knows that natural events can impact Earth systems. The student is expected to:

(C) interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(D) recognize human dependence on ocean systems and explain how human activities such as runoff, artificial reefs, or use of resources have modified these systems

### §130.364 Advanced Biotechnology

Publisher Name: EMC Publishing, LLC  
Program Title: Biotechnology: Science for the New Millennium Text w/Encore CD  
ISBN: 9780763842840

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
65.82	60.76	100	100

### 27 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(A) demonstrate safe practices during laboratory and field investigations, including chemical, electrical, and fire safety, and safe handling of live and preserved organisms

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(D) maintain required safety training, including location and understanding of interpretation of material safety data sheets

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(E) comply with federal and state safety regulations as specified by Occupational Safety and Health Administration and other regulatory agencies as appropriate

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(G) maintain clean and well organized work areas

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(H) dispose of equipment, glassware, and biologics according to laboratory policies

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(J) observe procedures for the safe use of instruments, gas cylinders, and chemicals

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(K) maintain safety and personal protection equipment

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(3) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(F) collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(H) organize, analyze, evaluate, build models, make inferences, and predict trends from data

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(I) perform calculations using dimensional analysis, significant digits, and scientific notation

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of research and technology on scientific thought, society, and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of biotechnology and contributions of scientists

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) practice aseptic technique

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(B) prepare, dispense, and monitor physical properties of stock reagents, buffers, media, and solutions

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(C) calculate and prepare a dilution series

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(D) determine acceptability and optimum conditions of reagents for experimentation

(12) The student conducts quality-control analysis while performing biotechnology laboratory procedures. The student is expected to:

(A) perform validation testing on laboratory reagents and equipment

(12) The student conducts quality-control analysis while performing biotechnology laboratory procedures. The student is expected to:

(B) analyze data and perform calculations and statistical analysis on results of quality-control samples such as trending of data

(13) The student summarizes biotechnology laboratory procedures and their applications in the biotechnology industry. The student is expected to:

(C) compare the different applications used in biotechnology laboratory procedures of each sector

### 31 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(C) demonstrate appropriate safety procedures, guidelines, and chemical hygiene plan

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(D) maintain required safety training, including location and understanding of interpretation of material safety data sheets

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(E) comply with federal and state safety regulations as specified by Occupational Safety and Health Administration and other regulatory agencies as appropriate

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(G) maintain clean and well organized work areas

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(H) dispose of equipment, glassware, and biologics according to laboratory policies

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(I) recognize common laboratory hazards

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(J) observe procedures for the safe use of instruments, gas cylinders, and chemicals

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(K) maintain safety and personal protection equipment

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(3) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(E) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting, handling, and maintaining appropriate equipment and technology

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(F) collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(G) demonstrate the use of course apparatus, equipment, techniques, and procedures

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(H) organize, analyze, evaluate, build models, make inferences, and predict trends from data

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(I) perform calculations using dimensional analysis, significant digits, and scientific notation

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of research and technology on scientific thought, society, and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of biotechnology and contributions of scientists

(9) The student performs standard biotechnology laboratory procedures. The student is expected to:

(D) demonstrate and show proficiency in titration and pipetting techniques

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(A) practice aseptic technique

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(B) prepare, dispense, and monitor physical properties of stock reagents, buffers, media, and solutions

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) calculate and prepare a dilution series

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(D) determine acceptability and optimum conditions of reagents for experimentation

(12) The student conducts quality-control analysis while performing biotechnology laboratory procedures. The student is expected to:

(A) perform validation testing on laboratory reagents and equipment

(12) The student conducts quality-control analysis while performing biotechnology laboratory procedures. The student is expected to:

(B) analyze data and perform calculations and statistical analysis on results of quality-control samples such as trending of data

(13) The student summarizes biotechnology laboratory procedures and their applications in the biotechnology industry. The student is expected to:

(C) compare the different applications used in biotechnology laboratory procedures of each sector

### §130.364 Advanced Biotechnology

Publisher Name: EMC Publishing, LLC  
Program Title: Biotechnology: Science for the New Millennium Text w/Encore CD + Lab Manual  
ISBN: 9780763842871

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
64.56	55.70	100	100

### 28 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) demonstrate safe practices during laboratory and field investigations, including chemical, electrical, and fire safety, and safe handling of live and preserved organisms

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(E) comply with federal and state safety regulations as specified by Occupational Safety and Health Administration and other regulatory agencies as appropriate

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(G) maintain clean and well organized work areas

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(H) dispose of equipment, glassware, and biologics according to laboratory policies

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(J) observe procedures for the safe use of instruments, gas cylinders, and chemicals

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(3) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(F) collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(H) organize, analyze, evaluate, build models, make inferences, and predict trends from data

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(I) perform calculations using dimensional analysis, significant digits, and scientific notation

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of research and technology on scientific thought, society, and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of biotechnology and contributions of scientists

(6) The student understands the role of genetics in the biotechnology industry. The student is expected to:

(E) describe the deoxyribonucleic acid and ribonucleic acid replication process

(9) The student performs standard biotechnology laboratory procedures. The student is expected to:

(D) demonstrate and show proficiency in titration and pipetting techniques

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) The student performs standard biotechnology laboratory procedures. The student is expected to:

(E) identify microorganisms using staining methods such as the Gram stain, methylene-blue stain, and acid-fast staining

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(A) practice aseptic technique

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(B) prepare, dispense, and monitor physical properties of stock reagents, buffers, media, and solutions

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(D) determine acceptability and optimum conditions of reagents for experimentation

(11) The student performs advanced biotechnology laboratory procedures. The student is expected to:

(A) explain the importance of media components to the outcome of cultures

(11) The student performs advanced biotechnology laboratory procedures. The student is expected to:

(B) isolate, maintain, and store pure cultures

(12) The student conducts quality-control analysis while performing biotechnology laboratory procedures. The student is expected to:

(B) analyze data and perform calculations and statistical analysis on results of quality-control samples such as trending of data

(13) The student summarizes biotechnology laboratory procedures and their applications in the biotechnology industry. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) compare the different applications used in biotechnology laboratory procedures of each sector

#### 35 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(C) demonstrate appropriate safety procedures, guidelines, and chemical hygiene plan

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(D) maintain required safety training, including location and understanding of interpretation of material safety data sheets

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(E) comply with federal and state safety regulations as specified by Occupational Safety and Health Administration and other regulatory agencies as appropriate

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(G) maintain clean and well organized work areas

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(H) dispose of equipment, glassware, and biologics according to laboratory policies

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(I) recognize common laboratory hazards

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(J) observe procedures for the safe use of instruments, gas cylinders, and chemicals

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(K) maintain safety and personal protection equipment

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(3) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(F) collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(G) demonstrate the use of course apparatus, equipment, techniques, and procedures

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(H) organize, analyze, evaluate, build models, make inferences, and predict trends from data

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(I) perform calculations using dimensional analysis, significant digits, and scientific notation

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of research and technology on scientific thought, society, and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of biotechnology and contributions of scientists

(6) The student understands the role of genetics in the biotechnology industry. The student is expected to:

(H) evaluate the significance of ethics and regulations as it relates to gene expression

(9) The student performs standard biotechnology laboratory procedures. The student is expected to:

(D) demonstrate and show proficiency in titration and pipetting techniques

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) practice aseptic technique

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(B) prepare, dispense, and monitor physical properties of stock reagents, buffers, media, and solutions

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(C) calculate and prepare a dilution series

(10) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(D) determine acceptability and optimum conditions of reagents for experimentation

(11) The student performs advanced biotechnology laboratory procedures. The student is expected to:

(A) explain the importance of media components to the outcome of cultures

(11) The student performs advanced biotechnology laboratory procedures. The student is expected to:

(B) isolate, maintain, and store pure cultures

(11) The student performs advanced biotechnology laboratory procedures. The student is expected to:

(C) prepare seed inoculum

(11) The student performs advanced biotechnology laboratory procedures. The student is expected to:

(E) precipitate and solubilize proteins

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(12) The student conducts quality-control analysis while performing biotechnology laboratory procedures. The student is expected to:

(A) perform validation testing on laboratory reagents and equipment

(12) The student conducts quality-control analysis while performing biotechnology laboratory procedures. The student is expected to:

(B) analyze data and perform calculations and statistical analysis on results of quality-control samples such as trending of data

(13) The student summarizes biotechnology laboratory procedures and their applications in the biotechnology industry. The student is expected to:

(C) compare the different applications used in biotechnology laboratory procedures of each sector

### §112.34. Biology

Publisher Name: Agile Mind Educational Holdings, Inc.

Program Title: Agile Mind Biology

ISBN: 9780985742140

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.83	94.83	100	100

### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(4) Science concepts. The student knows that cells are the basic structures of all living things with specialized parts that perform specific functions and that viruses are different from cells. The student is expected to:

(C) compare the structures of viruses to cells, describe viral reproduction, and describe the role of viruses in causing diseases such as human immunodeficiency virus (HIV) and influenza

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants

#### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(4) Science concepts. The student knows that cells are the basic structures of all living things with specialized parts that perform specific functions and that viruses are different from cells. The student is expected to:

(C) compare the structures of viruses to cells, describe viral reproduction, and describe the role of viruses in causing diseases such as human immunodeficiency virus (HIV) and influenza

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants

#### §112.34. Biology

Publisher Name: LAB-AIDS Inc  
Program Title: Science and Global Issues - Biology Units  
ISBN: 9781603017909

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.83	94.83	100	100

#### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(A) describe the interactions that occur among (A) systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(C) analyze the levels of organization in biological systems and relate the levels to each other and to the whole system

#### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(A) describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(C) analyze the levels of organization in biological systems and relate the levels to each other and to the whole system

#### §112.34. Biology

Publisher Name: LAB-AIDS Inc  
Program Title: Science and Global Issues - Biology Electronic Units  
ISBN: 9781603017916

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.83	94.83	100	100

#### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(A) describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(C) analyze the levels of organization in biological systems and relate the levels to each other and to the whole system

### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(A) describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(C) analyze the levels of organization in biological systems and relate the levels to each other and to the whole system

### §112.34. Biology

Publisher Name: LAZEL, Inc. dba ExploreLearning  
Program Title: ExploreLearning Science Gizmos  
ISBN: 9781146870012

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
62.07	62.07	100	100

### 22 Texas Essential Knowledge and Skills Not Addressed-Student Components

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) evaluate models according to their limitations in representing biological objects or events

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of biology and contributions of scientists

(6) Science concepts. The student knows the mechanisms of genetics, including the role of nucleic acids and the principles of Mendelian Genetics. The student is expected to:

(E) identify and illustrate changes in DNA and evaluate the significance of these changes

(7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:

(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental

(7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:

(B) analyze and evaluate scientific explanations concerning any data of sudden appearance, stasis, and sequential nature of groups in the fossil record

(7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:

(E) analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species

(7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:

(F) analyze and evaluate the effects of other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination

(8) Science concepts. The student knows that taxonomy is a branching classification based on the shared characteristics of organisms and can change as new discoveries are made. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) categorize organisms using a hierarchical classification system based on similarities and differences shared among groups

(8) Science concepts. The student knows that taxonomy is a branching classification based on the shared characteristics of organisms and can change as new discoveries are made. The student is expected to:

(C) compare characteristics of taxonomic groups, including archaea, bacteria, protists, fungi, plants, and animals

(9) Science concepts. The student knows the significance of various molecules involved in metabolic processes and energy conversions that occur in living organisms. The student is expected to:

(D) analyze and evaluate the evidence regarding formation of simple organic molecules and their organization into long complex molecules having information such as the DNA molecule for self-replicating life

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(A) describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(C) analyze the levels of organization in biological systems and relate the levels to each other and to the whole system

(11) Science concepts. The student knows that biological systems work to achieve and maintain balance. The student is expected to:

(B) investigate and analyze how organisms, populations, and communities respond to external factors

(11) Science concepts. The student knows that biological systems work to achieve and maintain balance. The student is expected to:

(C) summarize the role of microorganisms in both maintaining and disrupting the health of both organisms and ecosystems

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) Science concepts. The student knows that biological systems work to achieve and maintain balance. The student is expected to:

(D) describe how events and processes that occur during ecological succession can change populations and species diversity

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(A) interpret relationships, including predation, parasitism, commensalism, mutualism, and competition, among organisms

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(B) compare variations and adaptations of organisms in different ecosystems

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(C) analyze the flow of matter and energy through trophic levels using various models, including food chains, food webs, and ecological pyramids

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(E) describe the flow of matter through the carbon and nitrogen cycles and explain the consequences of disrupting these cycles

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(F) describe how environmental change can impact ecosystem stability

### 22 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) evaluate models according to their limitations in representing biological objects or events

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of biology and contributions of scientists

(6) Science concepts. The student knows the mechanisms of genetics, including the role of nucleic acids and the principles of Mendelian Genetics. The student is expected to:

(E) identify and illustrate changes in DNA and evaluate the significance of these changes

(7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:

(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental

(7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:

(B) analyze and evaluate scientific explanations concerning any data of sudden appearance, stasis, and sequential nature of groups in the fossil record

(7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:

(E) analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species

(7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:

(F) analyze and evaluate the effects of other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination

(8) Science concepts. The student knows that taxonomy is a branching classification based on the shared characteristics of organisms and can change as new discoveries are made. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) categorize organisms using a hierarchical classification system based on similarities and differences shared among groups

(8) Science concepts. The student knows that taxonomy is a branching classification based on the shared characteristics of organisms and can change as new discoveries are made. The student is expected to:

(C) compare characteristics of taxonomic groups, including archaea, bacteria, protists, fungi, plants, and animals

(9) Science concepts. The student knows the significance of various molecules involved in metabolic processes and energy conversions that occur in living organisms. The student is expected to:

(D) analyze and evaluate the evidence regarding formation of simple organic molecules and their organization into long complex molecules having information such as the DNA molecule for self-replicating life

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(A) describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants

(10) Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:

(C) analyze the levels of organization in biological systems and relate the levels to each other and to the whole system

(11) Science concepts. The student knows that biological systems work to achieve and maintain balance. The student is expected to:

(B) investigate and analyze how organisms, populations, and communities respond to external factors

(11) Science concepts. The student knows that biological systems work to achieve and maintain balance. The student is expected to:

(C) summarize the role of microorganisms in both maintaining and disrupting the health of both organisms and ecosystems

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) Science concepts. The student knows that biological systems work to achieve and maintain balance. The student is expected to:

(D) describe how events and processes that occur during ecological succession can change populations and species diversity

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(A) interpret relationships, including predation, parasitism, commensalism, mutualism, and competition, among organisms

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(B) compare variations and adaptations of organisms in different ecosystems

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(C) analyze the flow of matter and energy through trophic levels using various models, including food chains, food webs, and ecological pyramids

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(E) describe the flow of matter through the carbon and nitrogen cycles and explain the consequences of disrupting these cycles

(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(F) describe how environmental change can impact ecosystem stability

### §112.35. Chemistry

Publisher Name: Bedford, Freeman and Worth Publishing Group, LLC  
Program Title: Chemistry in the Community  
ISBN: 9781429219525

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
93.44	98.36	100	100

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 4 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of chemistry and contributions of scientists

(11) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:

(C) use thermochemical equations to calculate energy changes that occur in chemical reactions and classify reactions as exothermic or endothermic

(11) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:

(E) use calorimetry to calculate the heat of a chemical process

#### 1 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of chemistry and contributions of scientists

### §112.35. Chemistry

Publisher Name: Houghton Mifflin Harcourt  
Program Title: Texas World of Chemistry Texas Review Bundle  
ISBN: 9781285731131

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
91.80	91.80	100	100

#### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(A) demonstrate safe practices during laboratory and field investigations, including the appropriate use of safety showers, eyewash fountains, safety goggles, and fire extinguishers

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(E) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting equipment and technology, including graphing calculators, computers and probes, sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, safety goggles, and burettes, electronic balances, and an adequate supply of consumable chemicals

(4) Science concepts. The student knows the characteristics of matter and can analyze the relationships between chemical and physical changes and properties. The student is expected to:

(B) identify extensive and intensive properties

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(C) calculate the wavelength, frequency, and energy of light using Planck's constant and the speed of light

(11) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:

(A) understand energy and its forms, including kinetic, potential, chemical, and thermal energies

### 5 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(A) demonstrate safe practices during laboratory and field investigations, including the appropriate use of safety showers, eyewash fountains, safety goggles, and fire extinguishers

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(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

(4) Science concepts. The student knows the characteristics of matter and can analyze the relationships between chemical and physical changes and properties. The student is expected to:

(B) identify extensive and intensive properties

(5) Science concepts. The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to:

(B) use the Periodic Table to identify and explain the properties of chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(C) calculate the wavelength, frequency, and energy of light using Planck's constant and the speed of light

### §112.35. Chemistry

Publisher Name: LAZEL, Inc. dba ExploreLearning  
Program Title: ExploreLearning Science Gizmos  
ISBN: 9781146870012

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
57.38	57.38	100	100

### 26 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(E) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting equipment and technology, including graphing calculators, computers and probes, sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, safety goggles, and burettes, electronic balances, and an adequate supply of consumable chemicals

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) evaluate the impact of research on scientific thought, society, and the environment

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) describe the connection between chemistry and future careers

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of chemistry and contributions of scientists

(5) Science concepts. The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to:

(A) explain the use of chemical and physical properties in the historical development of the Periodic Table

(5) Science concepts. The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to:

(B) use the Periodic Table to identify and explain the properties of chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals

(5) Science concepts. The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to:

(C) use the Periodic Table to identify and explain periodic trends, including atomic and ionic radii, electronegativity, and ionization energy

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(A) understand the experimental design and conclusions used in the development of modern atomic theory, including Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, and Bohr's nuclear atom

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(B) understand the electromagnetic spectrum and the mathematical relationships between energy, frequency, and wavelength of light

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(C) calculate the wavelength, frequency, and energy of light using Planck's constant and the speed of light

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(D) use isotopic composition to calculate average atomic mass of an element

(7) Science concepts. The student knows how atoms form ionic, metallic, and covalent bonds. The student is expected to:

(E) predict molecular structure for molecules with linear, trigonal planar, or tetrahedral electron pair geometries using Valence Shell Electron Pair Repulsion (VSEPR) theory

(8) Science concepts. The student can quantify the changes that occur during chemical reactions. The student is expected to:

(C) calculate percent composition and empirical and molecular formulas

(8) Science concepts. The student can quantify the changes that occur during chemical reactions. The student is expected to:

(E) perform stoichiometric calculations, including determination of mass relationships between reactants and products, calculation of limiting reagents, and percent yield

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

(A) describe and calculate the relations between volume, pressure, number of moles, and temperature for an ideal gas as described by Boyle's law, Charles' law, Avogadro's law, Dalton's law of partial pressure, and the ideal gas law

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

(B) perform stoichiometric calculations, including determination of mass and volume relationships between reactants and products for reactions involving gases

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) describe the postulates of kinetic molecular theory

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(B) develop and use general rules regarding solubility through investigations with aqueous solutions

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(C) calculate the concentration of solutions in units of molarity

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(D) use molarity to calculate the dilutions of solutions

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(E) distinguish between types of solutions such as electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(F) investigate factors that influence solubilities and rates of dissolution such as temperature, agitation, and surface area

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(G) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions and predict products in acid base reactions that form water

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(H) understand and differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(I) define pH and use the hydrogen or hydroxide ion concentrations to calculate the pH of a solution

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(J) distinguish between degrees of dissociation for strong and weak acids and bases

### 26 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(E) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting equipment and technology, including graphing calculators, computers and probes, sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, safety goggles, and burettes, electronic balances, and an adequate supply of consumable chemicals

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of research on scientific thought, society, and the environment

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) describe the connection between chemistry and future careers

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of chemistry and contributions of scientists

(5) Science concepts. The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to:

(A) explain the use of chemical and physical properties in the historical development of the Periodic Table

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Science concepts. The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to:

(B) use the Periodic Table to identify and explain the properties of chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals

(5) Science concepts. The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to:

(C) use the Periodic Table to identify and explain periodic trends, including atomic and ionic radii, electronegativity, and ionization energy

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(A) understand the experimental design and conclusions used in the development of modern atomic theory, including Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, and Bohr's nuclear atom

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(B) understand the electromagnetic spectrum and the mathematical relationships between energy, frequency, and wavelength of light

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(C) calculate the wavelength, frequency, and energy of light using Planck's constant and the speed of light

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(D) use isotopic composition to calculate average atomic mass of an element

(7) Science concepts. The student knows how atoms form ionic, metallic, and covalent bonds. The student is expected to:

(E) predict molecular structure for molecules with linear, trigonal planar, or tetrahedral electron pair geometries using Valence Shell Electron Pair Repulsion (VSEPR) theory

(8) Science concepts. The student can quantify the changes that occur during chemical reactions. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) calculate percent composition and empirical and molecular formulas

(8) Science concepts. The student can quantify the changes that occur during chemical reactions. The student is expected to:

(E) perform stoichiometric calculations, including determination of mass relationships between reactants and products, calculation of limiting reagents, and percent yield

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

(A) describe and calculate the relations between volume, pressure, number of moles, and temperature for an ideal gas as described by Boyle's law, Charles' law, Avogadro's law, Dalton's law of partial pressure, and the ideal gas law

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

(B) perform stoichiometric calculations, including determination of mass and volume relationships between reactants and products for reactions involving gases

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

(C) describe the postulates of kinetic molecular theory

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(B) develop and use general rules regarding solubility through investigations with aqueous solutions

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(C) calculate the concentration of solutions in units of molarity

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(D) use molarity to calculate the dilutions of solutions

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(E) distinguish between types of solutions such as electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(F) investigate factors that influence solubilities and rates of dissolution such as temperature, agitation, and surface area

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(G) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions and predict products in acid base reactions that form water

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(H) understand and differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(I) define pH and use the hydrogen or hydroxide ion concentrations to calculate the pH of a solution

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(J) distinguish between degrees of dissociation for strong and weak acids and bases

### §112.35. Chemistry

Publisher Name: VSCHOOLZ, Inc.  
Program Title: VSCHOOLZ  
ISBN: 9781626580381

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
65.57	62.30	100	100

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 21 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(A) demonstrate safe practices during laboratory and field investigations, including the appropriate use of safety showers, eyewash fountains, safety goggles, and fire extinguishers

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(B) know specific hazards of chemical substances such as flammability, corrosiveness, and radioactivity as summarized on the Material Safety Data Sheets (MSDS)

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(C) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(C) know that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but may be subject to change as new areas of science and new technologies are developed

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(E) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting equipment and technology, including graphing calculators, computers and probes, sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, safety goggles, and burettes, electronic balances, and an adequate supply of consumable chemicals

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(H) organize, analyze, evaluate, make inferences, and predict trends from data

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (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
  
- (3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:
  - (B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials
  
- (3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:
  - (C) draw inferences based on data related to promotional materials for products and services
  
- (3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:
  - (D) evaluate the impact of research on scientific thought, society, and the environment
  
- (4) Science concepts. The student knows the characteristics of matter and can analyze the relationships between chemical and physical changes and properties. The student is expected to:
  - (D) classify matter as pure substances or mixtures through investigation of their properties
  
- (6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:
  - (A) understand the experimental design and conclusions used in the development of modern atomic theory, including Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, and Bohr's nuclear atom
  
- (6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:
  - (B) understand the electromagnetic spectrum and the mathematical relationships between energy, frequency, and wavelength of light
  
- (6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) calculate the wavelength, frequency, and energy of light using Planck's constant and the speed of light

(7) Science concepts. The student knows how atoms form ionic, metallic, and covalent bonds. The student is expected to:

(B) write the chemical formulas of common polyatomic ions, ionic compounds containing main group or transition metals, covalent compounds, acids, and bases

(7) Science concepts. The student knows how atoms form ionic, metallic, and covalent bonds. The student is expected to:

(C) construct electron dot formulas to illustrate ionic and covalent bonds

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

(A) describe and calculate the relations between volume, pressure, number of moles, and temperature for an ideal gas as described by Boyle's law, Charles' law, Avogadro's law, Dalton's law of partial pressure, and the ideal gas law

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(A) describe the unique role of water in chemical and biological systems

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(B) develop and use general rules regarding solubility through investigations with aqueous solutions

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(G) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions and predict products in acid base reactions that form water

(11) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:

(A) understand energy and its forms, including kinetic, potential, chemical, and thermal energies

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 23 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(A) demonstrate safe practices during laboratory and field investigations, including the appropriate use of safety showers, eyewash fountains, safety goggles, and fire extinguishers

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(B) know specific hazards of chemical substances such as flammability, corrosiveness, and radioactivity as summarized on the Material Safety Data Sheets (MSDS)

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(C) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(C) know that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but may be subject to change as new areas of science and new technologies are developed

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(E) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting equipment and technology, including graphing calculators, computers and probes, sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, safety goggles, and burettes, electronic balances, and an adequate supply of consumable chemicals

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) describe the connection between chemistry and future careers

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of chemistry and contributions of scientists

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(A) understand the experimental design and conclusions used in the development of modern atomic theory, including Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, and Bohr's nuclear atom

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(B) understand the electromagnetic spectrum and the mathematical relationships between energy, frequency, and wavelength of light

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(C) calculate the wavelength, frequency, and energy of light using Planck's constant and the speed of light

(7) Science concepts. The student knows how atoms form ionic, metallic, and covalent bonds. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) write the chemical formulas of common polyatomic ions, ionic compounds containing main group or transition metals, covalent compounds, acids, and bases

(7) Science concepts. The student knows how atoms form ionic, metallic, and covalent bonds. The student is expected to:

(D) describe the nature of metallic bonding and apply the theory to explain metallic properties such as thermal and electrical conductivity, malleability, and ductility

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

(A) describe and calculate the relations between volume, pressure, number of moles, and temperature for an ideal gas as described by Boyle's law, Charles' law, Avogadro's law, Dalton's law of partial pressure, and the ideal gas law

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(B) develop and use general rules regarding solubility through investigations with aqueous solutions

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(G) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions and predict products in acid base reactions that form water

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(H) understand and differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(J) distinguish between degrees of dissociation for strong and weak acids and bases

(11) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:

(A) understand energy and its forms, including kinetic, potential, chemical, and thermal energies

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:

(D) perform calculations involving heat, mass, temperature change, and specific heat

(12) Science concepts. The student understands the basic processes of nuclear chemistry. The student is expected to:

(B) describe radioactive decay process in terms of balanced nuclear equations

### §112.37. Environmental Systems

Publisher Name: Houghton Mifflin Harcourt  
Program Title: Environmental Science Digital Solution  
ISBN: 9780544244993

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
64.41	64.41	100	100

### 21 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(E) follow or plan and implement investigative procedures, including making observations, asking questions, formulating testable hypotheses, and selecting equipment and technology

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(F) collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(G) demonstrate the use of course apparatuses, equipment, techniques, and procedures, including meter sticks, rulers, pipettes, graduated cylinders, triple beam balances, timing devices, pH meters or probes, thermometers, calculators, computers, Internet access, turbidity testing devices, hand magnifiers, work and disposable gloves, compasses, first aid kits, binoculars, field guides, water quality test kits or probes, soil test kits or probes, 100-foot appraiser's tapes, tarps, shovels, trowels, screens, buckets, and rock and mineral samples

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(H) use a wide variety of additional course apparatuses, equipment, techniques, materials, and procedures as appropriate such as air quality testing devices, cameras, flow meters, Global Positioning System (GPS) units, Geographic Information System (GIS) software, computer models, densimeters, clinometers, and field journals

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(I) organize, analyze, evaluate, build models, make inferences, and predict trends from data

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(A) identify native plants and animals using a dichotomous key

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(B) assess the role of native plants and animals within a local ecosystem and compare them to plants and animals in ecosystems within four other biomes

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(C) diagram abiotic cycles, including the rock, hydrologic, carbon, and nitrogen cycles

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(G) predict how species extinction may alter the food chain and affect existing populations in an ecosystem

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(H) research and explain the causes of species diversity and predict changes that may occur in an ecosystem if species and genetic diversity is increased or reduced

(5) Science concepts. The student knows the interrelationships among the resources within the local environmental system. The student is expected to:

(C) document the use and conservation of both renewable and non-renewable resources as they pertain to sustainability

(6) Science concepts. The student knows the sources and flow of energy through an environmental system. The student is expected to:

(A) define and identify the components of the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere and the interactions among them

(6) Science concepts. The student knows the sources and flow of energy through an environmental system. The student is expected to:

(D) investigate and explain the effects of energy transformations in terms of the laws of thermodynamics within an ecosystem

(7) Science concepts. The student knows the relationship between carrying capacity and changes in populations and ecosystems. The student is expected to:

(B) calculate birth rates and exponential growth of populations

(8) Science concepts. The student knows that environments change naturally. The student is expected to:

(E) analyze the impact of temperature inversions on global warming, ice cap and glacial melting, and changes in ocean currents and surface temperatures

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(B) investigate the types of air, soil, and water pollution such as chlorofluorocarbons, carbon dioxide, pH, pesticide runoff, thermal variations, metallic ions, heavy metals, and nuclear waste

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) evaluate the effect of human activities, including habitat restoration projects, species preservation efforts, nature conservancy groups, hunting, fishing, ecotourism, all terrain vehicles, and small personal watercraft, on the environment

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(H) analyze and evaluate different views on the existence of global warming

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(I) discuss the impact of research and technology on social ethics and legal practices in situations such as the design of new buildings, recycling, or emission standards

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(K) analyze past and present local, state, and national legislation, including Texas automobile emissions regulations, the National Park Service Act, the Clean Air Act, the Clean Water Act, the Soil and Water Resources Conservation Act, and the Endangered Species Act

### 21 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(E) follow or plan and implement investigative procedures, including making observations, asking questions, formulating testable hypotheses, and selecting equipment and technology

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(F) collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(G) demonstrate the use of course apparatuses, equipment, techniques, and procedures, including meter sticks, rulers, pipettes, graduated cylinders, triple beam balances, timing devices, pH meters or probes, thermometers, calculators, computers, Internet access, turbidity testing devices, hand magnifiers, work and disposable gloves, compasses, first aid kits, binoculars, field guides, water quality test kits or probes, soil test kits or probes, 100-foot appraiser's tapes, tarps, shovels, trowels, screens, buckets, and rock and mineral samples

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(H) use a wide variety of additional course apparatuses, equipment, techniques, materials, and procedures as appropriate such as air quality testing devices, cameras, flow meters, Global Positioning System (GPS) units, Geographic Information System (GIS) software, computer models, densimeters, clinometers, and field journals

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(I) organize, analyze, evaluate, build models, make inferences, and predict trends from data

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(A) identify native plants and animals using a dichotomous key

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(B) assess the role of native plants and animals within a local ecosystem and compare them to plants and animals in ecosystems within four other biomes

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(C) diagram abiotic cycles, including the rock, hydrologic, carbon, and nitrogen cycles

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(G) predict how species extinction may alter the food chain and affect existing populations in an ecosystem

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(H) research and explain the causes of species diversity and predict changes that may occur in an ecosystem if species and genetic diversity is increased or reduced

(5) Science concepts. The student knows the interrelationships among the resources within the local environmental system. The student is expected to:

(C) document the use and conservation of both renewable and non-renewable resources as they pertain to sustainability

(6) Science concepts. The student knows the sources and flow of energy through an environmental system. The student is expected to:

(A) define and identify the components of the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere and the interactions among them

(6) Science concepts. The student knows the sources and flow of energy through an environmental system. The student is expected to:

(D) investigate and explain the effects of energy transformations in terms of the laws of thermodynamics within an ecosystem

(7) Science concepts. The student knows the relationship between carrying capacity and changes in populations and ecosystems. The student is expected to:

(B) calculate birth rates and exponential growth of populations

(8) Science concepts. The student knows that environments change naturally. The student is expected to:

(E) analyze the impact of temperature inversions on global warming, ice cap and glacial melting, and changes in ocean currents and surface temperatures

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(B) investigate the types of air, soil, and water pollution such as chlorofluorocarbons, carbon dioxide, pH, pesticide runoff, thermal variations, metallic ions, heavy metals, and nuclear waste

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

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### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) evaluate the effect of human activities, including habitat restoration projects, species preservation efforts, nature conservancy groups, hunting, fishing, ecotourism, all terrain vehicles, and small personal watercraft, on the environment

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(H) analyze and evaluate different views on the existence of global warming

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(I) discuss the impact of research and technology on social ethics and legal practices in situations such as the design of new buildings, recycling, or emission standards

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(K) analyze past and present local, state, and national legislation, including Texas automobile emissions regulations, the National Park Service Act, the Clean Air Act, the Clean Water Act, the Soil and Water Resources Conservation Act, and the Endangered Species Act

### §112.37. Environmental Systems

Publisher Name: Houghton Mifflin Harcourt  
Program Title: Environmental Science Print/Digital Solution  
ISBN: 9780544245501

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
77.97	77.97	100	100

### 13 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(F) collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(G) demonstrate the use of course apparatuses, equipment, techniques, and procedures, including meter sticks, rulers, pipettes, graduated cylinders, triple beam balances, timing devices, pH meters or probes, thermometers, calculators, computers, Internet access, turbidity testing devices, hand magnifiers, work and disposable gloves, compasses, first aid kits, binoculars, field guides, water quality test kits or probes, soil test kits or probes, 100-foot appraiser's tapes, tarps, shovels, trowels, screens, buckets, and rock and mineral samples

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(A) identify native plants and animals using a dichotomous key

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(C) diagram abiotic cycles, including the rock, hydrologic, carbon, and nitrogen cycles

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(G) predict how species extinction may alter the food chain and affect existing populations in an ecosystem

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(H) research and explain the causes of species diversity and predict changes that may occur in an ecosystem if species and genetic diversity is increased or reduced

(6) Science concepts. The student knows the sources and flow of energy through an environmental system. The student is expected to:

(A) define and identify the components of the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere and the interactions among them

(6) Science concepts. The student knows the sources and flow of energy through an environmental system. The student is expected to:

(D) investigate and explain the effects of energy transformations in terms of the laws of thermodynamics within an ecosystem

(8) Science concepts. The student knows that environments change naturally. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) analyze the impact of temperature inversions on global warming, ice cap and glacial melting, and changes in ocean currents and surface temperatures

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(E) evaluate the effect of human activities, including habitat restoration projects, species preservation efforts, nature conservancy groups, hunting, fishing, ecotourism, all terrain vehicles, and small personal watercraft, on the environment

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(H) analyze and evaluate different views on the existence of global warming

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(I) discuss the impact of research and technology on social ethics and legal practices in situations such as the design of new buildings, recycling, or emission standards

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(K) analyze past and present local, state, and national legislation, including Texas automobile emissions regulations, the National Park Service Act, the Clean Air Act, the Clean Water Act, the Soil and Water Resources Conservation Act, and the Endangered Species Act

### 13 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(F) collect data individually or collaboratively, make measurements with precision and accuracy, record values using appropriate units, and calculate statistically relevant quantities to describe data, including mean, median, and range

(2) Scientific processes. The student uses scientific methods during laboratory and field investigations. The student is expected to:

(G) demonstrate the use of course apparatuses, equipment, techniques, and procedures, including meter sticks, rulers, pipettes, graduated cylinders, triple beam balances, timing devices, pH meters or probes, thermometers, calculators, computers, Internet access, turbidity testing devices, hand magnifiers, work and disposable gloves, compasses, first aid kits, binoculars, field guides, water quality test kits or probes, soil test kits or probes, 100-foot appraiser's tapes, tarps, shovels, trowels, screens, buckets, and rock and mineral samples

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(A) identify native plants and animals using a dichotomous key

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(C) diagram abiotic cycles, including the rock, hydrologic, carbon, and nitrogen cycles

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(G) predict how species extinction may alter the food chain and affect existing populations in an ecosystem

(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to:

(H) research and explain the causes of species diversity and predict changes that may occur in an ecosystem if species and genetic diversity is increased or reduced

(6) Science concepts. The student knows the sources and flow of energy through an environmental system. The student is expected to:

(A) define and identify the components of the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere and the interactions among them

(6) Science concepts. The student knows the sources and flow of energy through an environmental system. The student is expected to:

(D) investigate and explain the effects of energy transformations in terms of the laws of thermodynamics within an ecosystem

(8) Science concepts. The student knows that environments change naturally. The student is expected to:

(E) analyze the impact of temperature inversions on global warming, ice cap and glacial melting, and changes in ocean currents and surface temperatures

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) evaluate the effect of human activities, including habitat restoration projects, species preservation efforts, nature conservancy groups, hunting, fishing, ecotourism, all terrain vehicles, and small personal watercraft, on the environment

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(H) analyze and evaluate different views on the existence of global warming

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(I) discuss the impact of research and technology on social ethics and legal practices in situations such as the design of new buildings, recycling, or emission standards

(9) Science concepts. The student knows the impact of human activities on the environment. The student is expected to:

(K) analyze past and present local, state, and national legislation, including Texas automobile emissions regulations, the National Park Service Act, the Clean Air Act, the Clean Water Act, the Soil and Water Resources Conservation Act, and the Endangered Species Act

### §130.295. Forensic Science

Publisher Name: TPS Publishing Inc  
Program Title: TPS Forensic Science, High School  
ISBN: 9781847007964

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
69.05	70.24	100	100

### 26 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, meter sticks, and models, diagrams, or samples of biological specimens or structures

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) evaluate models according to their limitations in representing biological objects or events

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of science and contributions of scientists

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(F) develop a crime scene sketch using triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(I) explain the functions of national databases available to forensic scientists

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(A) demonstrate conversions of measurements between English and International System (SI) of units

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(B) distinguish between physical and chemical properties of matter using the periodic table

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(D) identify the four types of chemical reactions

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(F) explain dispersion of light through a prism

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(G) identify the light sources used in forensic science such as ultraviolet light

(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:

(A) perform continuous and light emissions laboratory procedures to identify trace evidence

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

(D) research methodologies used to collect and analyze other body fluids

(12) The student analyzes deoxyribonucleic acid laboratory procedures in forensic science. The student is expected to:

(E) collect and package deoxyribonucleic acid from a simulated crime scene

(13) The student identifies drugs found at a simulated crime scene. The student is expected to:

(A) classify controlled substances using Food and Drug Administration classification

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(A) explain the individual characteristics of tool marks

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) recognize the type of information available through the National Integrated Ballistics Information Network

(15) The student explores principles of anthropology relevant to forensic science. The student is expected to:

(A) identify the major bones of the human skeletal system

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(D) determine time and cause of death through case studies

### 25 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) evaluate models according to their limitations in representing biological objects or events

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of science and contributions of scientists

(4) The student explores the history, legal responsibilities, and career options for forensic science. The student is expected to:

(A) distinguish between forensic science and criminalistics in law, public safety, corrections, and security

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(F) develop a crime scene sketch using triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(I) explain the functions of national databases available to forensic scientists

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(A) demonstrate conversions of measurements between English and International System (SI) of units

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(B) distinguish between physical and chemical properties of matter using the periodic table

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(F) explain dispersion of light through a prism

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(G) identify the light sources used in forensic science such as ultraviolet light

(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:

(A) perform continuous and light emissions laboratory procedures to identify trace evidence

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

(D) research methodologies used to collect and analyze other body fluids

(12) The student analyzes deoxyribonucleic acid laboratory procedures in forensic science. The student is expected to:

(E) collect and package deoxyribonucleic acid from a simulated crime scene

(13) The student identifies drugs found at a simulated crime scene. The student is expected to:

(A) classify controlled substances using Food and Drug Administration classification

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(A) explain the individual characteristics of tool marks

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(D) recognize the type of information available through the National Integrated Ballistics Information Network

(15) The student explores principles of anthropology relevant to forensic science. The student is expected to:

(A) identify the major bones of the human skeletal system

### §130.295. Forensic Science

Publisher Name: TPS Publishing Inc  
Program Title: TPS Forensic Science, High School Level 1  
ISBN: 9781847007995

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
51.19	54.76	100	100

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 41 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) evaluate models according to their limitations in representing biological objects or events

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of science and contributions of scientists

(4) The student explores the history, legal responsibilities, and career options for forensic science. The student is expected to:

(C) summarize the ethical standards required of a forensic science professional

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(B) demonstrate the ability to work as a member of a team

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(C) conduct a systematic search of a simulated crime scene for physical evidence following crime scene protocol

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(E) describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend, key, and title

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(F) develop a crime scene sketch using triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(G) outline the chain of custody procedure for evidence discovered in a crime scene

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(H) demonstrate proper techniques for collecting and packaging physical evidence found at a crime scene

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(I) explain the functions of national databases available to forensic scientists

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(J) collect and preserve physical evidence from a simulated crime scene

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(A) demonstrate conversions of measurements between English and International System (SI) of units

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) distinguish between physical and chemical properties of matter using the periodic table

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(D) identify the four types of chemical reactions

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(F) explain dispersion of light through a prism

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(G) identify the light sources used in forensic science such as ultraviolet light

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(J) compare the composition of glass fragments

(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:

(A) perform continuous and light emissions laboratory procedures to identify trace evidence

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(F) explain the Automatic Fingerprint Identification System

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(G) compare fingerprints collected at a simulated crime scene with the fingerprints of a suspect

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) The student analyzes blood spatter at a simulated crime scene. The student is expected to:

(A) analyze blood stain patterns based on source, direction, and angle of trajectory

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(B) describe the blood alcohol laboratory procedures as they relate to blood alcohol concentration

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(C) explain the levels of tolerance and impairment due to alcohol consumption

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(D) explain the precautions necessary in the forensic laboratory for proper preservation of blood samples

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

(D) research methodologies used to collect and analyze other body fluids

(13) The student identifies drugs found at a simulated crime scene. The student is expected to:

(A) classify controlled substances using Food and Drug Administration classification

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(A) explain the individual characteristics of tool marks

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) recognize the type of information available through the National Integrated Ballistics Information Network

(15) The student explores principles of anthropology relevant to forensic science. The student is expected to:

(A) identify the major bones of the human skeletal system

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(B) explain post mortem lividity and its importance when processing a crime scene

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(C) determine time of death using entomology

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(D) determine time and cause of death through case studies

### 38 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) evaluate models according to their limitations in representing biological objects or events

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of science and contributions of scientists

(4) The student explores the history, legal responsibilities, and career options for forensic science. The student is expected to:

(C) summarize the ethical standards required of a forensic science professional

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(B) demonstrate the ability to work as a member of a team

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(C) conduct a systematic search of a simulated crime scene for physical evidence following crime scene protocol

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend, key, and title

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(F) develop a crime scene sketch using triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(I) explain the functions of national databases available to forensic scientists

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(A) demonstrate conversions of measurements between English and International System (SI) of units

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(B) distinguish between physical and chemical properties of matter using the periodic table

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(F) explain dispersion of light through a prism

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(G) identify the light sources used in forensic science such as ultraviolet light

(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:

(A) perform continuous and light emissions laboratory procedures to identify trace evidence

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(C) distinguish among visible, plastic, and latent fingerprints

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(F) explain the Automatic Fingerprint Identification System

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(G) compare fingerprints collected at a simulated crime scene with the fingerprints of a suspect

(9) The student analyzes blood spatter at a simulated crime scene. The student is expected to:

(A) analyze blood stain patterns based on source, direction, and angle of trajectory

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(A) explain the absorption, distribution, and elimination of alcohol through the human body

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(B) describe the blood alcohol laboratory procedures as they relate to blood alcohol concentration

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(D) explain the precautions necessary in the forensic laboratory for proper preservation of blood samples

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) determine genotypes and phenotypes in the human red blood cell system using Punnet Squares

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

(D) research methodologies used to collect and analyze other body fluids

(12) The student analyzes deoxyribonucleic acid laboratory procedures in forensic science. The student is expected to:

(E) collect and package deoxyribonucleic acid from a simulated crime scene

(13) The student identifies drugs found at a simulated crime scene. The student is expected to:

(A) classify controlled substances using Food and Drug Administration classification

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(A) explain the individual characteristics of tool marks

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(D) recognize the type of information available through the National Integrated Ballistics Information Network

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(D) determine time and cause of death through case studies

### §130.295. Forensic Science

Publisher Name: TPS Publishing Inc  
Program Title: TPS Forensic Science, High School  
ISBN: 9781847007957

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
69.05	70.24	100	100

#### 26 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) The student uses scientific methods and equipment during laboratory and field investigations.  
The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations.  
The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations.  
The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations.  
The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(2) The student uses scientific methods and equipment during laboratory and field investigations.  
The student is expected to:

(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, meter sticks, and models, diagrams, or samples of biological specimens or structures

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) evaluate models according to their limitations in representing biological objects or events

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of science and contributions of scientists

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(F) develop a crime scene sketch using triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(I) explain the functions of national databases available to forensic scientists

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(A) demonstrate conversions of measurements between English and International System (SI) of units

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(B) distinguish between physical and chemical properties of matter using the periodic table

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(D) identify the four types of chemical reactions

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(F) explain dispersion of light through a prism

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(G) identify the light sources used in forensic science such as ultraviolet light

(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:

(A) perform continuous and light emissions laboratory procedures to identify trace evidence

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

(D) research methodologies used to collect and analyze other body fluids

(12) The student analyzes deoxyribonucleic acid laboratory procedures in forensic science. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) collect and package deoxyribonucleic acid from a simulated crime scene

(13) The student identifies drugs found at a simulated crime scene. The student is expected to:

(A) classify controlled substances using Food and Drug Administration classification

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(A) explain the individual characteristics of tool marks

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(D) recognize the type of information available through the National Integrated Ballistics Information Network

(15) The student explores principles of anthropology relevant to forensic science. The student is expected to:

(A) identify the major bones of the human skeletal system

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(D) determine time and cause of death through case studies

### 25 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) evaluate models according to their limitations in representing biological objects or events

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of science and contributions of scientists

(4) The student explores the history, legal responsibilities, and career options for forensic science. The student is expected to:

(A) distinguish between forensic science and criminalistics in law, public safety, corrections, and security

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(F) develop a crime scene sketch using triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(I) explain the functions of national databases available to forensic scientists

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(A) demonstrate conversions of measurements between English and International System (SI) of units

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) distinguish between physical and chemical properties of matter using the periodic table

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(F) explain dispersion of light through a prism

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(G) identify the light sources used in forensic science such as ultraviolet light

(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:

(A) perform continuous and light emissions laboratory procedures to identify trace evidence

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

(D) research methodologies used to collect and analyze other body fluids

(12) The student analyzes deoxyribonucleic acid laboratory procedures in forensic science. The student is expected to:

(E) collect and package deoxyribonucleic acid from a simulated crime scene

(13) The student identifies drugs found at a simulated crime scene. The student is expected to:

(A) classify controlled substances using Food and Drug Administration classification

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(A) explain the individual characteristics of tool marks

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(D) recognize the type of information available through the National Integrated Ballistics Information Network

(15) The student explores principles of anthropology relevant to forensic science. The student is expected to:

(A) identify the major bones of the human skeletal system

### §130.295. Forensic Science

Publisher Name: TPS Publishing Inc  
Program Title: TPS Forensic Science, High School Level 1  
ISBN: 9781847007988

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
51.19	54.76	100	100

#### 41 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations.

The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) evaluate models according to their limitations in representing biological objects or events

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of science and contributions of scientists

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(4) The student explores the history, legal responsibilities, and career options for forensic science. The student is expected to:

(C) summarize the ethical standards required of a forensic science professional

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(B) demonstrate the ability to work as a member of a team

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(C) conduct a systematic search of a simulated crime scene for physical evidence following crime scene protocol

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(E) describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend, key, and title

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(F) develop a crime scene sketch using triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(G) outline the chain of custody procedure for evidence discovered in a crime scene

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(H) demonstrate proper techniques for collecting and packaging physical evidence found at a crime scene

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(I) explain the functions of national databases available to forensic scientists

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(J) collect and preserve physical evidence from a simulated crime scene

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(A) demonstrate conversions of measurements between English and International System (SI) of units

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(B) distinguish between physical and chemical properties of matter using the periodic table

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(D) identify the four types of chemical reactions

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(F) explain dispersion of light through a prism

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(G) identify the light sources used in forensic science such as ultraviolet light

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(J) compare the composition of glass fragments

(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:

(A) perform continuous and light emissions laboratory procedures to identify trace evidence

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(F) explain the Automatic Fingerprint Identification System

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(G) compare fingerprints collected at a simulated crime scene with the fingerprints of a suspect

(9) The student analyzes blood spatter at a simulated crime scene. The student is expected to:

(A) analyze blood stain patterns based on source, direction, and angle of trajectory

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(B) describe the blood alcohol laboratory procedures as they relate to blood alcohol concentration

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(C) explain the levels of tolerance and impairment due to alcohol consumption

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) explain the precautions necessary in the forensic laboratory for proper preservation of blood samples

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

(D) research methodologies used to collect and analyze other body fluids

(13) The student identifies drugs found at a simulated crime scene. The student is expected to:

(A) classify controlled substances using Food and Drug Administration classification

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(A) explain the individual characteristics of tool marks

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(D) recognize the type of information available through the National Integrated Ballistics Information Network

(15) The student explores principles of anthropology relevant to forensic science. The student is expected to:

(A) identify the major bones of the human skeletal system

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(B) explain post mortem lividity and its importance when processing a crime scene

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(C) determine time of death using entomology

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(D) determine time and cause of death through case studies

### 38 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(B) know that 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 which have been tested over a wide variety of conditions are incorporated into theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(D) distinguish between scientific hypotheses and scientific theories

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. 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

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(C) draw inferences based on data related to promotional materials for products and services

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) evaluate the impact of scientific research on society and the environment

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) evaluate models according to their limitations in representing biological objects or events

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) research and describe the history of science and contributions of scientists

(4) The student explores the history, legal responsibilities, and career options for forensic science. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) summarize the ethical standards required of a forensic science professional

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(B) demonstrate the ability to work as a member of a team

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(C) conduct a systematic search of a simulated crime scene for physical evidence following crime scene protocol

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(E) describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend, key, and title

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(F) develop a crime scene sketch using triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(I) explain the functions of national databases available to forensic scientists

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(A) demonstrate conversions of measurements between English and International System (SI) of units

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(B) distinguish between physical and chemical properties of matter using the periodic table

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(F) explain dispersion of light through a prism

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(G) identify the light sources used in forensic science such as ultraviolet light

(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:

(A) perform continuous and light emissions laboratory procedures to identify trace evidence

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(C) distinguish among visible, plastic, and latent fingerprints

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(F) explain the Automatic Fingerprint Identification System

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(G) compare fingerprints collected at a simulated crime scene with the fingerprints of a suspect

(9) The student analyzes blood spatter at a simulated crime scene. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) analyze blood stain patterns based on source, direction, and angle of trajectory

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(A) explain the absorption, distribution, and elimination of alcohol through the human body

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(B) describe the blood alcohol laboratory procedures as they relate to blood alcohol concentration

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(D) explain the precautions necessary in the forensic laboratory for proper preservation of blood samples

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

(C) determine genotypes and phenotypes in the human red blood cell system using Punnett Squares

(11) The student explores serology laboratory procedures in forensic science. The student is expected to:

(D) research methodologies used to collect and analyze other body fluids

(12) The student analyzes deoxyribonucleic acid laboratory procedures in forensic science. The student is expected to:

(E) collect and package deoxyribonucleic acid from a simulated crime scene

(13) The student identifies drugs found at a simulated crime scene. The student is expected to:

(A) classify controlled substances using Food and Drug Administration classification

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(A) explain the individual characteristics of tool marks

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(D) recognize the type of information available through the National Integrated Ballistics Information Network

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(D) determine time and cause of death through case studies

### §112.38. Integrated Physics and Chemistry

Publisher Name: LAZEL, Inc. dba ExploreLearning  
Program Title: ExploreLearning Science Gizmos  
ISBN: 9781146870012

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
80.00	80.00	100	100

### 8 Texas Essential Knowledge and Skills Not Addressed-Student Components

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions. The student is expected to:

(E) describe connections between physics and chemistry and future careers

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions. The student is expected to:

(F) research and describe the history of physics and chemistry and contributions of scientists

(5) Science concepts. The student recognizes multiple forms of energy and knows the impact of energy transfer and energy conservation in everyday life. The student is expected to:

(B) demonstrate common forms of potential energy, including gravitational, elastic, and chemical, such as a ball on an inclined plane, springs, and batteries

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Science concepts. The student recognizes multiple forms of energy and knows the impact of energy transfer and energy conservation in everyday life. The student is expected to:

(G) explore the characteristics and behaviors of energy transferred by waves, including acoustic, seismic, light, and waves on water as they superpose on one another, bend around corners, reflect off surfaces, are absorbed by materials, and change direction when entering new

(6) Science concepts. The student knows that relationships exist between the structure and properties of matter. The student is expected to:

(A) examine differences in physical properties of solids, liquids, and gases as explained by the arrangement and motion of atoms, ions, or molecules of the substances and the strength of the forces of attraction between those particles

(6) Science concepts. The student knows that relationships exist between the structure and properties of matter. The student is expected to:

(E) relate the structure of water to its function as a solvent and investigate the properties of solutions and factors affecting gas and solid solubility, including nature of solute, temperature, pressure, pH, and concentration

(7) Science concepts. The student knows that changes in matter affect everyday life. The student is expected to:

(C) demonstrate that mass is conserved when substances undergo chemical change and that the number and kind of atoms are the same in the reactants and products

(7) Science concepts. The student knows that changes in matter affect everyday life. The student is expected to:

(F) research and describe the environmental and economic impact of the end-products of chemical reactions such as those that may result in acid rain, degradation of water and air quality, and ozone depletion

### 8 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions. The student is expected to:

(E) describe connections between physics and chemistry and future careers

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions. The student is expected to:

(F) research and describe the history of physics and chemistry and contributions of scientists

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Science concepts. The student recognizes multiple forms of energy and knows the impact of energy transfer and energy conservation in everyday life. The student is expected to:

(B) demonstrate common forms of potential energy, including gravitational, elastic, and chemical, such as a ball on an inclined plane, springs, and batteries

(5) Science concepts. The student recognizes multiple forms of energy and knows the impact of energy transfer and energy conservation in everyday life. The student is expected to:

(G) explore the characteristics and behaviors of energy transferred by waves, including acoustic, seismic, light, and waves on water as they superpose on one another, bend around corners, reflect off surfaces, are absorbed by materials, and change direction when entering new

(6) Science concepts. The student knows that relationships exist between the structure and properties of matter. The student is expected to:

(A) examine differences in physical properties of solids, liquids, and gases as explained by the arrangement and motion of atoms, ions, or molecules of the substances and the strength of the forces of attraction between those particles

(6) Science concepts. The student knows that relationships exist between the structure and properties of matter. The student is expected to:

(E) relate the structure of water to its function as a solvent and investigate the properties of solutions and factors affecting gas and solid solubility, including nature of solute, temperature, pressure, pH, and concentration

(7) Science concepts. The student knows that changes in matter affect everyday life. The student is expected to:

(C) demonstrate that mass is conserved when substances undergo chemical change and that the number and kind of atoms are the same in the reactants and products

(7) Science concepts. The student knows that changes in matter affect everyday life. The student is expected to:

(F) research and describe the environmental and economic impact of the end-products of chemical reactions such as those that may result in acid rain, degradation of water and air quality, and ozone depletion

### §112.39. Physics

Publisher Name: LAZEL, Inc. dba ExploreLearning  
Program Title: ExploreLearning Science Gizmos  
ISBN: 9781146870012

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
64.71	64.71	100	100

#### 18 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

(E) design and implement investigative procedures, including making observations, asking well-defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, and evaluating numerical answers for reasonableness

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

(F) demonstrate the use of course apparatus, equipment, techniques, and procedures, including multimeters (current, voltage, resistance), triple beam balances, batteries, clamps, dynamics demonstration equipment, collision apparatus, data acquisition probes, discharge tubes with power supply (H, He, Ne, Ar), hand-held visual spectrosopes, hot plates, slotted and hooked lab masses, bar magnets, horseshoe magnets, plane mirrors, convex lenses, pendulum support, power supply, ring clamps, ring stands, stopwatches, trajectory apparatus, tuning forks, carbon paper, graph paper, magnetic compasses, polarized film, prisms, protractors, resistors, friction blocks, mini lamps (bulbs) and sockets, electrostatics kits, 90-degree rod clamps, metric rulers, spring scales, knife blade switches, Celsius thermometers, meter sticks, scientific calculators, graphing technology, computers, cathode ray tubes with horseshoe magnets, ballistic carts or equivalent, resonance tubes, spools of nylon thread or string, containers of iron filings, rolls of white craft paper, copper wire, Periodic Table, electromagnetic spectrum charts, slinky springs, wave motion ropes, and laser pointers

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

(I) identify and quantify causes and effects of uncertainties in measured data

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

(J) organize and evaluate data and make inferences from data, including the use of tables, charts, and graphs

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

(L) express and manipulate relationships among physical variables quantitatively, including the use of graphs, charts, and equations

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) research and describe the connections between physics and future careers

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) express and interpret relationships symbolically in accordance with accepted theories to make predictions and solve problems mathematically, including problems requiring proportional reasoning and graphical vector addition

(5) Science concepts. The student knows the nature of forces in the physical world. The student is expected to:

(A) research and describe the historical development of the concepts of gravitational, electromagnetic, weak nuclear, and strong nuclear forces

(5) Science concepts. The student knows the nature of forces in the physical world. The student is expected to:

(F) design, construct, and calculate in terms of current through, potential difference across, resistance of, and power used by electric circuit elements connected in both series and parallel combinations

(5) Science concepts. The student knows the nature of forces in the physical world. The student is expected to:

(G) investigate and describe the relationship between electric and magnetic fields in applications such as generators, motors, and transformers

(6) Science concepts. The student knows that changes occur within a physical system and applies the laws of conservation of energy and momentum. The student is expected to:

(F) contrast and give examples of different processes of thermal energy transfer, including conduction, convection, and radiation

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (6) Science concepts. The student knows that changes occur within a physical system and applies the laws of conservation of energy and momentum. The student is expected to:
- (G) analyze and explain everyday examples that illustrate the laws of thermodynamics, including the law of conservation of energy and the law of entropy
- (7) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:
- (B) investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationship between wavespeed, frequency, and wavelength
- (7) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:
- (C) compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves
- (7) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:
- (E) describe and predict image formation as a consequence of reflection from a plane mirror and refraction through a thin convex lens
- (7) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:
- (F) describe the role of wave characteristics and behaviors in medical and industrial applications
- (8) Science concepts. The student knows simple examples of atomic, nuclear, and quantum phenomena. The student is expected to:
- (B) compare and explain the emission spectra produced by various atoms

### 18 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

- (2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:
- (E) design and implement investigative procedures, including making observations, asking well-defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, and evaluating numerical answers for reasonableness

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

(F) demonstrate the use of course apparatus, equipment, techniques, and procedures, including multimeters (current, voltage, resistance), triple beam balances, batteries, clamps, dynamics demonstration equipment, collision apparatus, data acquisition probes, discharge tubes with power supply (H, He, Ne, Ar), hand-held visual spectroscopes, hot plates, slotted and hooked lab masses, bar magnets, horseshoe magnets, plane mirrors, convex lenses, pendulum support, power supply, ring clamps, ring stands, stopwatches, trajectory apparatus, tuning forks, carbon paper, graph paper, magnetic compasses, polarized film, prisms, protractors, resistors, friction blocks, mini lamps (bulbs) and sockets, electrostatics kits, 90-degree rod clamps, metric rulers, spring scales, knife blade switches, Celsius thermometers, meter sticks, scientific calculators, graphing technology, computers, cathode ray tubes with horseshoe magnets, ballistic carts or equivalent, resonance tubes, spools of nylon thread or string, containers of iron filings, rolls of white craft paper, copper wire, Periodic Table, electromagnetic spectrum charts, slinky springs, wave motion ropes, and laser pointers

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

(I) identify and quantify causes and effects of uncertainties in measured data

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

(J) organize and evaluate data and make inferences from data, including the use of tables, charts, and graphs

(2) Scientific processes. The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

(L) express and manipulate relationships among physical variables quantitatively, including the use of graphs, charts, and equations

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(D) explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(E) research and describe the connections between physics and future careers

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(F) express and interpret relationships symbolically in accordance with accepted theories to make predictions and solve problems mathematically, including problems requiring proportional reasoning and graphical vector addition

(5) Science concepts. The student knows the nature of forces in the physical world. The student is expected to:

(A) research and describe the historical development of the concepts of gravitational, electromagnetic, weak nuclear, and strong nuclear forces

(5) Science concepts. The student knows the nature of forces in the physical world. The student is expected to:

(F) design, construct, and calculate in terms of current through, potential difference across, resistance of, and power used by electric circuit elements connected in both series and parallel combinations

(5) Science concepts. The student knows the nature of forces in the physical world. The student is expected to:

(G) investigate and describe the relationship between electric and magnetic fields in applications such as generators, motors, and transformers

(6) Science concepts. The student knows that changes occur within a physical system and applies the laws of conservation of energy and momentum. The student is expected to:

(F) contrast and give examples of different processes of thermal energy transfer, including conduction, convection, and radiation

(6) Science concepts. The student knows that changes occur within a physical system and applies the laws of conservation of energy and momentum. The student is expected to:

(G) analyze and explain everyday examples that illustrate the laws of thermodynamics, including the law of conservation of energy and the law of entropy

(7) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:

(B) investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationship between wavespeed, frequency, and wavelength

(7) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves

(7) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:

(E) describe and predict image formation as a consequence of reflection from a plane mirror and refraction through a thin convex lens

(7) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:

(F) describe the role of wave characteristics and behaviors in medical and industrial applications

(8) Science concepts. The student knows simple examples of atomic, nuclear, and quantum phenomena. The student is expected to:

(B) compare and explain the emission spectra produced by various atoms

### §111.2. Mathematics, Grade K

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
88.89	88.89	100	100

### 4 Texas Essential Knowledge and Skills Not Addressed-Student Components

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) identify ways to earn income

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) differentiate between money received as income and money received as gifts

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) list simple skills required for jobs

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs

### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) identify ways to earn income

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) differentiate between money received as income and money received as gifts

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) list simple skills required for jobs

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs

### §111.2. Mathematics, Grade K

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade Kindergarten  
Texas Edition  
ISBN: 9781847007117

### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
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## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

72.22	77.78	100	100
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#### 10 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(A) count forward and backward to at least 20 with and without objects

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(D) recognize instantly the quantity of a small group of objects in organized and random arrangements

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(F) generate a number that is one more than or one less than another number up to at least 20

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(G) compare sets of objects up to at least 20 in each set using comparative language

(4) Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(F) create two-dimensional shapes using a variety of materials and drawings

(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:

(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference

### 8 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

(A) model the action of joining to represent addition and the action of separating to represent subtraction

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(F) create two-dimensional shapes using a variety of materials and drawings

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) identify ways to earn income

### §111.2. Mathematics, Grade K

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade Kindergarten  
Texas Edition  
ISBN: 9781847007209

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
72.22	77.78	100	100

### 10 Texas Essential Knowledge and Skills Not Addressed-Student Components

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(A) count forward and backward to at least 20 with and without objects

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(D) recognize instantly the quantity of a small group of objects in organized and random arrangements

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(F) generate a number that is one more than or one less than another number up to at least 20

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(G) compare sets of objects up to at least 20 in each set using comparative language

(4) Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to:

(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(F) create two-dimensional shapes using a variety of materials and drawings

(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:

(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference

### 8 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

(A) model the action of joining to represent addition and the action of separating to represent subtraction

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(F) create two-dimensional shapes using a variety of materials and drawings

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) identify ways to earn income

#### §111.2. Mathematics, Grade K

Publisher Name: VSCHOOLZ, Inc.

Program Title: VSCHOOLZ

ISBN: 9781626582965

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
52.78	52.78	100	100

#### 17 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(E) create and use representations to organize, record, and communicate mathematical ideas

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(A) count forward and backward to at least 20 with and without objects

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences

(4) Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to:

(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size

(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:

(A) give an example of a measurable attribute of a given object, including length, capacity, and weight

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) identify ways to earn income

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) differentiate between money received as income and money received as gifts

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) list simple skills required for jobs

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs

### 17 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(E) create and use representations to organize, record, and communicate mathematical ideas

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(A) count forward and backward to at least 20 with and without objects

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences

(4) Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to:

(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size

(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:

(A) give an example of a measurable attribute of a given object, including length, capacity, and weight

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) identify ways to earn income

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) differentiate between money received as income and money received as gifts

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) list simple skills required for jobs

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs

### §111.3. Mathematics, Grade 1

Publisher Name:	Origo Education
Program Title:	Stepping Stones
ISBN:	9781921959790

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
92.00	92.00	100	100

#### 4 Texas Essential Knowledge and Skills Not Addressed-Student Components

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) define money earned as income

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) distinguish between spending and saving

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) consider charitable giving

#### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) define money earned as income

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) distinguish between spending and saving

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) consider charitable giving

### §111.3. Mathematics, Grade 1

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 1 Texas Edition  
ISBN: 9781847007124

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
68.00	78.00	100	100

### 16 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2 + 4 = [ ]$ ;  $3 + [ ] = 7$ ; and  $5 = [ ] - 3$

(4) Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:

(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(G) apply properties of operations to add and subtract two or three numbers

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language

(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:

(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ

(8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

(B) use data to create picture and bar-type graphs

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) distinguish between spending and saving

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) consider charitable giving

### 11 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) apply mathematics to problems arising in everyday life, society, and the workplace

(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120

(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

(E) use place value to compare whole numbers up to 120 using comparative language

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2 + 4 = [ ]$ ;  $3 + [ ] = 7$ ; and  $5 = [ ] - 3$

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(G) apply properties of operations to add and subtract two or three numbers

(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:

(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) consider charitable giving

### §111.3. Mathematics, Grade 1

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 1 Texas Edition  
ISBN: 9781847007216

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
68.00	78.00	100	100

### 16 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2 + 4 = [ ]$ ;  $3 + [ ] = 7$ ; and  $5 = [ ] - 3$

(4) Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:

(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(G) apply properties of operations to add and subtract two or three numbers

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language

(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:

(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ

(8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

(B) use data to create picture and bar-type graphs

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) distinguish between spending and saving

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) consider charitable giving

#### 11 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace

(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120

(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

(E) use place value to compare whole numbers up to 120 using comparative language

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2 + 4 = [ ]$ ;  $3 + [ ] = 7$ ; and  $5 = [ ] - 3$

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(G) apply properties of operations to add and subtract two or three numbers

(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:

(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) consider charitable giving

#### §111.4. Mathematics, Grade 2

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
88.00	88.00	100	100

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 6 Texas Essential Knowledge and Skills Not Addressed-Student Components

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) calculate how money saved can accumulate into a larger amount over time

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) explain that saving is an alternative to spending

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) distinguish between a deposit and a withdrawal

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(F) differentiate between producers and consumers and calculate the cost to produce a simple item

#### 6 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) calculate how money saved can accumulate into a larger amount over time

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) explain that saving is an alternative to spending

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) distinguish between a deposit and a withdrawal

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(F) differentiate between producers and consumers and calculate the cost to produce a simple item

### §111.4. Mathematics, Grade 2

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 2 Texas Edition  
ISBN: 9781847007131

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
86.00	84.00	100	100

### 7 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

(3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:

(C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole

(9) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:

(B) describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object

(10) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

(C) write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one

(10) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

(D) draw conclusions and make predictions from information in a graph

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(F) differentiate between producers and consumers and calculate the cost to produce a simple item

### 8 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:

(D) identify examples and non-examples of halves, fourths, and eighths

(6) Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. The student is expected to:

(B) model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets

(8) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(F) differentiate between producers and consumers and calculate the cost to produce a simple item

#### §111.4. Mathematics, Grade 2

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 2 Texas Edition  
ISBN: 9781847007223

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
		100	100

#### 9 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is

(C) generate a number that is greater than or less than a given whole number up to 1,200

(8) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes

(10) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

(D) draw conclusions and make predictions from information in a graph

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) calculate how money saved can accumulate into a larger amount over time

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) explain that saving is an alternative to spending

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(F) differentiate between producers and consumers and calculate the cost to produce a simple item

### 6 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

(3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:

(D) identify examples and non-examples of halves, fourths, and eighths

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(F) differentiate between producers and consumers and calculate the cost to produce a simple item

### §111.5. Mathematics, Grade 3

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
88.68	88.68	100	100

### 6 Texas Essential Knowledge and Skills Not Addressed-Student Components

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) explain the connection between human capital/labor and income

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) describe the relationship between the availability or scarcity of resources and how that impacts cost

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) identify the costs and benefits of planned and unplanned spending decisions

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) list reasons to save and explain the benefit of a savings plan, including for college

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(F) identify decisions involving income, spending, saving, credit, and charitable giving

### 6 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) explain the connection between human capital/labor and income

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) describe the relationship between the availability or scarcity of resources and how that impacts cost

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) identify the costs and benefits of planned and unplanned spending decisions

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) list reasons to save and explain the benefit of a savings plan, including for college

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(F) identify decisions involving income, spending, saving, credit, and charitable giving

### §111.5. Mathematics, Grade 3

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 3 Texas Edition  
ISBN: 9781847007148

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.34	94.34	100	100

### 6 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

(5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:

(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

### 6 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

(5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:

(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

### §111.5. Mathematics, Grade 3

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 3 Texas Edition  
ISBN: 9781847007230

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.34	94.34	100	100

### 6 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

(5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

#### 6 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

(5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:

(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

#### §111.6. Mathematics, Grade 4

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
90.57	90.57	100	100

#### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) distinguish between fixed and variable expenses

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) calculate profit in a given situation

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) compare the advantages and disadvantages of various savings options

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) describe how to allocate a weekly allowance among spending; saving, including for college; and sharing

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending

### 5 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) distinguish between fixed and variable expenses

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) calculate profit in a given situation

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) compare the advantages and disadvantages of various savings options

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) describe how to allocate a weekly allowance among spending; saving, including for college; and sharing

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending

#### §111.6. Mathematics, Grade 4

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 4 Texas Edition  
ISBN: 9781847007155

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
90.57	100.00	100	100

#### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(3) Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:

(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations

(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:

(H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders

(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(A) represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions

(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(B) solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### §111.6. Mathematics, Grade 4

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 4 Texas Edition  
ISBN: 9781847007247

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
90.57	100.00	100	100

#### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- (3) Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:
- (E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations
- (4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:
- (H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders
- (9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:
- (A) represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions
- (9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:
- (B) solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot

#### §111.7. Mathematics, Grade 5

Publisher Name: Origo Education  
Program Title: Stepping Stones

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
80.43	80.43	100	100

#### 9 Texas Essential Knowledge and Skills Not Addressed-Student Components

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(E) describe the meaning of parentheses and brackets in a numeric expression

(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(B) represent discrete paired data on a scatterplot

(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) define income tax, payroll tax, sales tax, and property tax

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) explain the difference between gross income and net income

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) develop a system for keeping and using financial records

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) describe actions that might be taken to balance a budget when expenses exceed income

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(F) balance a simple budget

### 9 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(E) describe the meaning of parentheses and brackets in a numeric expression

(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(B) represent discrete paired data on a scatterplot

(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) define income tax, payroll tax, sales tax, and property tax

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(B) explain the difference between gross income and net income

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(C) identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(D) develop a system for keeping and using financial records

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(E) describe actions that might be taken to balance a budget when expenses exceed income

(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(F) balance a simple budget

### §111.7. Mathematics, Grade 5

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 5 Texas Edition  
ISBN: 9781847007162

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
78.26	89.13	100	100

### 10 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(E) create and use representations to organize, record, and communicate mathematical ideas

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(D) represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models

(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(H) represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations

(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(I) represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models

(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(J) represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as  $1/3 \div 7$  and  $7 \div 1/3$  using objects and pictorial models, including area models

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(G) use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ( $V = l \times w \times h$ ,  $V = s \times s \times s$ , and  $V = Bh$ )

### 5 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(G) solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph

(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots

### §111.7. Mathematics, Grade 5

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 5 Texas Edition  
ISBN: 9781847007254

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
78.26	89.13	100	100

#### 10 Texas Essential Knowledge and Skills Not Addressed-Student Components

- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (E) create and use representations to organize, record, and communicate mathematical ideas
- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
- (3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:
- (D) represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models
- (3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:
- (H) represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(I) represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models

(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(J) represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as  $1/3 \div 7$  and  $7 \div 1/3$  using objects and pictorial models, including area models

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(G) use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ( $V = l \times w \times h$ ,  $V = s \times s \times s$ , and  $V = Bh$ )

### 5 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

(G) solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity

(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph

(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots

#### §111.2. Mathematics (Spanish), Grade K

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
88.89	88.89	100	100

#### 4 Texas Essential Knowledge and Skills Not Addressed-Student Components

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) identifique formas de obtener ingresos

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) diferencie entre dinero recibido como ingreso y dinero recibido como regalo

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) haga una lista de las destrezas simples que son necesarias en los trabajos

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) distinga entre lo que se desea y lo que se necesita, e identifique los ingresos como un recurso para obtener lo que se desea y lo que se necesita

#### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) identifique formas de obtener ingresos

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) diferencie entre dinero recibido como ingreso y dinero recibido como regalo

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) haga una lista de las destrezas simples que son necesarias en los trabajos

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) distinga entre lo que se desea y lo que se necesita, e identifique los ingresos como un recurso para obtener lo que se desea y lo que se necesita

#### §111.2. Mathematics (Spanish), Grade 1

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
92.00	92.00	100	100

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### 4 Texas Essential Knowledge and Skills Not Addressed-Student Components

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) defina el dinero ganado como ingresos

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) identifique los ingresos como una manera de obtener bienes y servicios, muchas veces teniendo que elegir entre lo que se desea y lo que se necesita

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) distinga entre gastar y ahorrar

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) considere donaciones para obras caritativas

#### 4 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) defina el dinero ganado como ingresos

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) identifique los ingresos como una manera de obtener bienes y servicios, muchas veces teniendo que elegir entre lo que se desea y lo que se necesita

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) distinga entre gastar y ahorrar

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) considere donaciones para obras caritativas

#### §111.2. Mathematics (Spanish), Grade 2

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
88.00	88.00	100	100

#### 6 Texas Essential Knowledge and Skills Not Addressed-Student Components

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) calcule cómo el dinero ahorrado se puede convertir en una cantidad más grande al pasar el tiempo

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) explique que en lugar de gastar se puede ahorrar

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) distinga entre el depósito y el retiro de fondos

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) identifique ejemplos de préstamos y distinga entre ser responsable e irresponsable al pedir un préstamo

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(E) identifique ejemplos de préstamos y utilice conceptos de beneficios y costos al evaluar decisiones que implican hacer préstamos

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(F) diferencie entre productores y consumidores, y calcule el costo de producir un artículo sencillo

### 6 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) calcule cómo el dinero ahorrado se puede convertir en una cantidad más grande al pasar el tiempo

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) explique que en lugar de gastar se puede ahorrar

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) distinga entre el depósito y el retiro de fondos

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) identifique ejemplos de préstamos y distinga entre ser responsable e irresponsable al pedir un préstamo

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(E) identifique ejemplos de préstamos y utilice conceptos de beneficios y costos al evaluar decisiones que implican hacer préstamos

(11) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(F) diferencie entre productores y consumidores, y calcule el costo de producir un artículo sencillo

### §111.2. Mathematics (Spanish), Grade 3

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
88.68	88.68	100	100

### 6 Texas Essential Knowledge and Skills Not Addressed-Student Components

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) explique la conexión entre el capital humano/fuerza laboral y los ingresos

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) describa la relación entre disponibilidad o escasez de recursos, y cómo eso impacta los costos

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) identifique costos y beneficios sobre los gastos planificados y los no planificados

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) explique que el crédito se utiliza cuando lo que se quiere o se necesita sobrepasa la capacidad de pagar, y que es la responsabilidad del deudor pagar lo que se debe al prestamista, casi siempre con intereses

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(E) escriba una lista de las razones para ahorrar y explique los beneficios de un plan de ahorros, incluyendo ahorros para la universidad

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(F) identifique decisiones que involucran ingresos, gastos, ahorros, crédito y donaciones para obras caritativas

### 6 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) explique la conexión entre el capital humano/fuerza laboral y los ingresos

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) describa la relación entre disponibilidad o escasez de recursos, y cómo eso impacta los costos

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) identifique costos y beneficios sobre los gastos planificados y los no planificados

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) explique que el crédito se utiliza cuando lo que se quiere o se necesita sobrepasa la capacidad de pagar, y que es la responsabilidad del deudor pagar lo que se debe al prestamista, casi siempre con intereses

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(E) escriba una lista de las razones para ahorrar y explique los beneficios de un plan de ahorros, incluyendo ahorros para la universidad

(9) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(F) identifique decisiones que involucran ingresos, gastos, ahorros, crédito y donaciones para obras caritativas

#### §111.2. Mathematics (Spanish), Grade 4

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
90.57	90.57	100	100

#### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) distinga entre gastos fijos y variables

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) calcule las ganancias en una situación dada

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) compare las ventajas y las desventajas de varios planes de ahorro

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) describa cómo asignar fondos semanales para gastar, para ahorrar, incluyendo ahorros para la universidad, y para compartir

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(E) describa el propósito básico de las instituciones financieras, incluyendo el mantenimiento seguro del dinero, así como la solicitud y aprobación de préstamos

### 5 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) distinga entre gastos fijos y variables

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) calcule las ganancias en una situación dada

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) compare las ventajas y las desventajas de varios planes de ahorro

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) describa cómo asignar fondos semanales para gastar, para ahorrar, incluyendo ahorros para la universidad, y para compartir

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(E) describa el propósito básico de las instituciones financieras, incluyendo el mantenimiento seguro del dinero, así como la solicitud y aprobación de préstamos

#### §111.2. Mathematics (Spanish), Grade 5

Publisher Name: Origo Education  
Program Title: Stepping Stones  
ISBN: 9781921959790

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
80.43	80.43	100	100

#### 9 Texas Essential Knowledge and Skills Not Addressed-Student Components

(4) Razonamiento algebraico. El estudiante aplica los estándares de procesos matemáticos para desarrollar conceptos de expresiones y ecuaciones. Se espera que el estudiante:

(E) describa el significado de paréntesis y corchetes en una expresión numérica

(9) Análisis de datos. El estudiante aplica los estándares de procesos matemáticos para resolver problemas recopilando, organizando, presentando e interpretando datos. Se espera que el estudiante:

(B) represente en un diagrama de dispersión datos discretos en pares

(9) Análisis de datos. El estudiante aplica los estándares de procesos matemáticos para resolver problemas recopilando, organizando, presentando e interpretando datos. Se espera que el estudiante:

(C) resuelva problemas de un paso y de dos pasos utilizando datos de una tabla de frecuencia, un diagrama de puntos, una gráfica de barras, un diagrama de tallo y hojas o de un diagrama de dispersión

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) defina los impuestos sobre los ingresos, los impuestos a las ventas y los impuestos a las propiedades

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) explique la diferencia entre ingresos brutos e ingresos netos

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) identifique las ventajas y desventajas de los diferentes métodos de pago, incluyendo el uso de cheques, tarjetas de crédito, tarjetas de débito y los pagos electrónicos

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) desarrolle un sistema para llevar y utilizar registros financieros

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(E) describa las acciones que se podrían tomar para balancear un presupuesto cuando los gastos superan los ingresos

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(F) haga el balance de un presupuesto sencillo

### 9 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(4) Razonamiento algebraico. El estudiante aplica los estándares de procesos matemáticos para desarrollar conceptos de expresiones y ecuaciones. Se espera que el estudiante:

(E) describa el significado de paréntesis y corchetes en una expresión numérica

(9) Análisis de datos. El estudiante aplica los estándares de procesos matemáticos para resolver problemas recopilando, organizando, presentando e interpretando datos. Se espera que el estudiante:

(B) represente en un diagrama de dispersión datos discretos en pares

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Análisis de datos. El estudiante aplica los estándares de procesos matemáticos para resolver problemas recopilando, organizando, presentando e interpretando datos. Se espera que el estudiante:

(C) resuelva problemas de un paso y de dos pasos utilizando datos de una tabla de frecuencia, un diagrama de puntos, una gráfica de barras, un diagrama de tallo y hojas o de un diagrama de dispersión

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(A) defina los impuestos sobre los ingresos, los impuestos a las ventas y los impuestos a las propiedades

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(B) explique la diferencia entre ingresos brutos e ingresos netos

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(C) identifique las ventajas y desventajas de los diferentes métodos de pago, incluyendo el uso de cheques, tarjetas de crédito, tarjetas de débito y los pagos electrónicos

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(D) desarrolle un sistema para llevar y utilizar registros financieros

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(E) describa las acciones que se podrían tomar para balancear un presupuesto cuando los gastos superan los ingresos

(10) Comprensión de finanzas personales. El estudiante aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros para lograr una seguridad financiera de por vida. Se espera que el estudiante:

(F) haga el balance de un presupuesto sencillo

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

#### §111.26. Mathematics, Grade 6

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Part 1 - Electronic  
ISBN: 9781938858154

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.92	94.92	100	100

#### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

#### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

#### §111.26. Mathematics, Grade 6

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Part 1 - Print  
ISBN: 9781938858062

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.92	94.92	100	100

#### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

#### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

#### §111.26. Mathematics, Grade 6

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Part 2 - Electronic  
ISBN: 9781938858161

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
79.66	79.66	100	100

#### 12 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(E) represent ratios and percents with concrete models, fractions, and decimals

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(B) distinguish between expressions and equations verbally, numerically, and algebraically

(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) distinguish between situations that yield data with and without variability

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) distinguish between debit cards and credit cards

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) balance a check register that includes deposits, withdrawals, and transfers

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(D) explain why it is important to establish a positive credit history

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) describe the information in a credit report and how long it is retained

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) describe the value of credit reports to borrowers and to lenders

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(H) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income

### 12 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(E) represent ratios and percents with concrete models, fractions, and decimals

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(B) distinguish between expressions and equations verbally, numerically, and algebraically

(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:

(B) distinguish between situations that yield data with and without variability

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) distinguish between debit cards and credit cards

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) balance a check register that includes deposits, withdrawals, and transfers

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(D) explain why it is important to establish a positive credit history

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) describe the information in a credit report and how long it is retained

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) describe the value of credit reports to borrowers and to lenders

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(H) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Part 2 - Print  
ISBN: 9781938858079

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
79.66	79.66	100	100

#### 12 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(E) represent ratios and percents with concrete models, fractions, and decimals

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(B) distinguish between expressions and equations verbally, numerically, and algebraically

(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:

(B) distinguish between situations that yield data with and without variability

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) distinguish between debit cards and credit cards

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) balance a check register that includes deposits, withdrawals, and transfers

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(D) explain why it is important to establish a positive credit history

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) describe the information in a credit report and how long it is retained

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) describe the value of credit reports to borrowers and to lenders

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(H) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income

### 12 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(E) represent ratios and percents with concrete models, fractions, and decimals

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(B) distinguish between expressions and equations verbally, numerically, and algebraically

(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:

(B) distinguish between situations that yield data with and without variability

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) distinguish between debit cards and credit cards

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) balance a check register that includes deposits, withdrawals, and transfers

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) explain why it is important to establish a positive credit history

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) describe the information in a credit report and how long it is retained

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) describe the value of credit reports to borrowers and to lenders

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(H) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income

#### §111.26. Mathematics, Grade 6

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 6 Texas Edition  
ISBN: 9781847007179

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
54.24	62.71	100	100

#### 27 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) apply mathematics to problems arising in everyday life, society, and the workplace

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(C) locate, compare, and order integers and rational numbers using a number line

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(D) order a set of rational numbers arising from mathematical and real-world contexts

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(E) extend representations for division to include fraction notation such as  $a/b$  represents the same number as  $a \div b$  where  $b \neq 0$

(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:

(C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(D) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:

(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions

(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:

(A) identify independent and dependent quantities from tables and graphs

(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:

(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form  $y = kx$  or  $y = x + b$

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(B) distinguish between expressions and equations verbally, numerically, and algebraically

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes
  
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:
  - (C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers
  
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:
  - (D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers
  
- (9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:
  - (B) represent solutions for one-variable, one-step equations and inequalities on number lines
  
- (9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:
  - (C) write corresponding real-world problems given one-variable, one-step equations or inequalities
  
- (10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:
  - (A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts
  
- (12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:
  - (C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution
  
- (12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution

(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:

(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) distinguish between debit cards and credit cards

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) balance a check register that includes deposits, withdrawals, and transfers

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) describe the information in a credit report and how long it is retained

### 22 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(D) order a set of rational numbers arising from mathematical and real-world contexts

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(E) extend representations for division to include fraction notation such as  $a/b$  represents the same number as  $a \div b$  where  $b \neq 0$

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (D) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients
  
- (5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:
  - (A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions
  
- (6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:
  - (A) identify independent and dependent quantities from tables and graphs
  
- (6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:
  - (B) write an equation that represents the relationship between independent and dependent quantities from a table
  
- (6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:
  - (C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form  $y = kx$  or  $y = x + b$
  
- (7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:
  - (A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization
  
- (7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:
  - (B) distinguish between expressions and equations verbally, numerically, and algebraically
  
- (7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:
  - (C) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

(9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:

(B) represent solutions for one-variable, one-step equations and inequalities on number lines

(10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:

(A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts

(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution

(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:

(D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution

(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:

(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) describe the information in a credit report and how long it is retained

### §111.26. Mathematics, Grade 6

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 6 Texas Edition  
ISBN: 9781847007261

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
54.24	62.71	100	100

### 27 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(C) locate, compare, and order integers and rational numbers using a number line

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(D) order a set of rational numbers arising from mathematical and real-world contexts

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(E) extend representations for division to include fraction notation such as  $a/b$  represents the same number as  $a \div b$  where  $b \neq 0$

(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:

(C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(D) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money

(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions

(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:

(A) identify independent and dependent quantities from tables and graphs

(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:

(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form  $y = kx$  or  $y = x + b$

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(B) distinguish between expressions and equations verbally, numerically, and algebraically

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

(9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:

(B) represent solutions for one-variable, one-step equations and inequalities on number lines

(9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:

(C) write corresponding real-world problems given one-variable, one-step equations or inequalities

(10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:

(A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts

(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:

(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution

(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:

(D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution

(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) distinguish between debit cards and credit cards

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) balance a check register that includes deposits, withdrawals, and transfers

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) describe the information in a credit report and how long it is retained

### 22 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(D) order a set of rational numbers arising from mathematical and real-world contexts

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(E) extend representations for division to include fraction notation such as  $a/b$  represents the same number as  $a \div b$  where  $b \neq 0$

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(D) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients

(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions

(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:

(A) identify independent and dependent quantities from tables and graphs

(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:

(B) write an equation that represents the relationship between independent and dependent quantities from a table

(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:

(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form  $y = kx$  or  $y = x + b$

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(B) distinguish between expressions and equations verbally, numerically, and algebraically

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(C) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:
- (A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:
- (B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:
- (C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:
- (D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers
- (9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:
- (B) represent solutions for one-variable, one-step equations and inequalities on number lines
- (10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:
- (A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts
- (12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:
- (C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:

(D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution

(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:

(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) describe the information in a credit report and how long it is retained

### §111.27. Mathematics, Grade 7

Publisher Name: Agile Mind Educational Holdings, Inc.  
Program Title: Agile Mind Mathematics 7  
ISBN: 9780985742126

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
86.00	84.00	100	100

### 7 Texas Essential Knowledge and Skills Not Addressed-Student Components

(6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:

(E) find the probabilities of a simple event and its complement and describe the relationship between the two

(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) create and organize a financial assets and liabilities record and construct a net worth statement

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(D) use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) calculate and compare simple interest and compound interest earnings

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) analyze and compare monetary incentives, including sales, rebates, and coupons

### 8 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:

(E) find the probabilities of a simple event and its complement and describe the relationship between the two

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

(C) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) calculate the sales tax for a given purchase and calculate income tax for earned wages

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) create and organize a financial assets and liabilities record and construct a net worth statement

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(D) use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) calculate and compare simple interest and compound interest earnings

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) analyze and compare monetary incentives, including sales, rebates, and coupons

Proclamation 2014

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

**§111.27. Mathematics, Grade 7**

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Part 2 - Electronic  
ISBN: 9781938858178

Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
98.00	98.00	100	100

**1 Texas Essential Knowledge and Skills Not Addressed-Student Components**

(6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:

(B) select and use different simulations to represent simple and compound events with and without technology

**1 Texas Essential Knowledge and Skills Not Addressed-Teacher Components**

(6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:

(B) select and use different simulations to represent simple and compound events with and without technology

**§111.27. Mathematics, Grade 7**

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Part 2 - Print  
ISBN: 9781938858079

Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
98.00	98.00	100	100

**1 Texas Essential Knowledge and Skills Not Addressed-Student Components**

(6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:

(B) select and use different simulations to represent simple and compound events with and without technology

**1 Texas Essential Knowledge and Skills Not Addressed-Teacher Components**

(6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (B) select and use different simulations to represent simple and compound events with and without technology

#### §111.27. Mathematics, Grade 7

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 7 Texas Edition  
ISBN: 9781847007186

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
76.00	76.00	100	100

#### 12 Texas Essential Knowledge and Skills Not Addressed-Student Components

- (4) Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:
  - (A) represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including  $d = rt$
  
- (5) Proportionality. The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to:
  - (B) describe  $\pi$  as the ratio of the circumference of a circle to its diameter
  
- (6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:
  - (D) make predictions and determine solutions using theoretical probability for simple and compound events
  
- (6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:
  - (I) determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces
  
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to develop geometric relationships with volume. The student is expected to:
  - (B) explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(9) Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to:

(A) solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids

(10) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:

(A) write one-variable, two-step equations and inequalities to represent constraints or conditions within problems

(10) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:

(B) represent solutions for one-variable, two-step equations and inequalities on number lines

(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

(A) model and solve one-variable, two-step equations and inequalities

(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

(C) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships

(12) Measurement and data. The student applies mathematical process standards to use statistical representations to analyze data. The student is expected to:

(A) compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget

## 12 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (4) Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:
- (A) represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including  $d = rt$
- (4) Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:
- (D) solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems
- (5) Proportionality. The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to:
- (B) describe  $\pi$  as the ratio of the circumference of a circle to its diameter
- (6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:
- (D) make predictions and determine solutions using theoretical probability for simple and compound events
- (9) Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to:
- (D) solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net
- (10) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:
- (A) write one-variable, two-step equations and inequalities to represent constraints or conditions within problems
- (10) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:
- (B) represent solutions for one-variable, two-step equations and inequalities on number lines
- (11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(A) model and solve one-variable, two-step equations and inequalities

(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

(C) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(D) use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) analyze and compare monetary incentives, including sales, rebates, and coupons

### §111.27. Mathematics, Grade 7

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 7 Texas Edition  
ISBN: 9781847007278

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
74.00	76.00	100	100

### 13 Texas Essential Knowledge and Skills Not Addressed-Student Components

(4) Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (A) represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including  $d = rt$
- (4) Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:
- (D) solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems
- (5) Proportionality. The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to:
- (B) describe  $\pi$  as the ratio of the circumference of a circle to its diameter
- (6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:
- (D) make predictions and determine solutions using theoretical probability for simple and compound events
- (6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:
- (I) determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to develop geometric relationships with volume. The student is expected to:
- (B) explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas
- (9) Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to:
- (A) solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids
- (10) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:
- (A) write one-variable, two-step equations and inequalities to represent constraints or conditions within problems

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:

(B) represent solutions for one-variable, two-step equations and inequalities on number lines

(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

(A) model and solve one-variable, two-step equations and inequalities

(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

(C) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships

(12) Measurement and data. The student applies mathematical process standards to use statistical representations to analyze data. The student is expected to:

(A) compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget

### 12 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(4) Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:

(A) represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including  $d = rt$

(4) Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:

(D) solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Proportionality. The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to:

(B) describe  $\pi$  as the ratio of the circumference of a circle to its diameter

(6) Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:

(D) make predictions and determine solutions using theoretical probability for simple and compound events

(9) Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to:

(D) solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net

(10) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:

(A) write one-variable, two-step equations and inequalities to represent constraints or conditions within problems

(10) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:

(B) represent solutions for one-variable, two-step equations and inequalities on number lines

(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

(A) model and solve one-variable, two-step equations and inequalities

(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to:

(C) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(D) use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby

(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) analyze and compare monetary incentives, including sales, rebates, and coupons

### §111.28. Mathematics, Grade 8

Publisher Name: Agile Mind Educational Holdings, Inc.  
Program Title: Agile Mind Mathematics 8  
ISBN: 9780985742133

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
75.00	75.00	100	100

### 13 Texas Essential Knowledge and Skills Not Addressed-Student Components

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:
- (C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants
- (11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:
- (B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points
- (11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:
- (C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected
- (12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:
- (A) solve real-world problems comparing how interest rate and loan length affect the cost of credit
- (12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:
- (B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator
- (12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:
- (C) explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time
- (12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) calculate and compare simple interest and compound interest earnings

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) identify and explain the advantages and disadvantages of different payment methods

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of financial irresponsibility

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college

### 13 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) solve real-world problems comparing how interest rate and loan length affect the cost of credit

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(D) calculate and compare simple interest and compound interest earnings

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) identify and explain the advantages and disadvantages of different payment methods

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of financial irresponsibility

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college

#### §111.28. Mathematics, Grade 8

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Algebra I- Electronic  
ISBN: 9781938858192

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.23	94.23	100	100

#### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

#### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

#### §111.28. Mathematics, Grade 8

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Algebra I - Print  
ISBN: 9781938858086

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.23	94.23	100	100

#### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

### §111.28. Mathematics, Grade 8

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Part 2 - Print  
ISBN: 9781938858079

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
67.31	67.31	100	100

### 17 Texas Essential Knowledge and Skills Not Addressed-Student Components

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (A) use similar right triangles to develop an understanding that slope,  $m$ , given as the rate comparing the change in  $y$ -values to the change in  $x$ -values,  $(y_2 - y_1)/(x_2 - x_1)$ , is the same for any two points  $(x_1, y_1)$  and  $(x_2, y_2)$  on the same line
- (4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:
- (B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship
- (5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:
- (C) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation
- (5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:
- (D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions
- (6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:
- (B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas
- (7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:
- (A) solve problems involving the volume of cylinders, cones, and spheres
- (7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:
- (D) determine the distance between two points on a coordinate plane using the Pythagorean Theorem
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:
- (A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(B) differentiate between transformations that preserve congruence and those that do not

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(C) explain the effect of translations, reflections over the  $x$ - or  $y$ -axis, and rotations limited to  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  as applied to two-dimensional shapes on a coordinate plane using an algebraic representation

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(A) construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected

### 17 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

(A) use similar right triangles to develop an understanding that slope,  $m$ , given as the rate comparing the change in  $y$ -values to the change in  $x$ -values,  $(y_2 - y_1) / (x_2 - x_1)$ , is the same for any two points  $(x_1, y_1)$  and  $(x_2, y_2)$  on the same line

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(C) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(A) solve problems involving the volume of cylinders, cones, and spheres

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(D) determine the distance between two points on a coordinate plane using the Pythagorean Theorem

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) differentiate between transformations that preserve congruence and those that do not

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(C) explain the effect of translations, reflections over the  $x$ - or  $y$ -axis, and rotations limited to  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  as applied to two-dimensional shapes on a coordinate plane using an algebraic representation

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(A) construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected

### §111.28. Mathematics, Grade 8

Publisher Name: Texas State University - San Marcos  
Program Title: Mathworks Math Explorations - Part 2 - Electronic  
ISBN: 9781938858185

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
67.31	67.31	100	100

### 17 Texas Essential Knowledge and Skills Not Addressed-Student Components

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

(A) use similar right triangles to develop an understanding that slope,  $m$ , given as the rate comparing the change in  $y$ -values to the change in  $x$ -values,  $(y_2 - y_1)/(x_2 - x_1)$ , is the same for any two points  $(x_1, y_1)$  and  $(x_2, y_2)$  on the same line

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(C) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(A) solve problems involving the volume of cylinders, cones, and spheres

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(D) determine the distance between two points on a coordinate plane using the Pythagorean Theorem

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

- (B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants
  
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:
  - (C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants
  
- (8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:
  - (D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles
  
- (10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:
  - (A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane
  
- (10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:
  - (B) differentiate between transformations that preserve congruence and those that do not
  
- (10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:
  - (C) explain the effect of translations, reflections over the  $x$ - or  $y$ -axis, and rotations limited to  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  as applied to two-dimensional shapes on a coordinate plane using an algebraic representation
  
- (11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:
  - (A) construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data
  
- (11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:
  - (B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

- (C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected

#### 17 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

- (A) use similar right triangles to develop an understanding that slope,  $m$ , given as the rate comparing the change in  $y$ -values to the change in  $x$ -values,  $(y_2 - y_1) / (x_2 - x_1)$ , is the same for any two points  $(x_1, y_1)$  and  $(x_2, y_2)$  on the same line

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

- (B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

- (C) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

- (D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

- (B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

- (A) solve problems involving the volume of cylinders, cones, and spheres

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(D) determine the distance between two points on a coordinate plane using the Pythagorean Theorem

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(B) differentiate between transformations that preserve congruence and those that do not

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) explain the effect of translations, reflections over the  $x$ - or  $y$ -axis, and rotations limited to  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  as applied to two-dimensional shapes on a coordinate plane using an algebraic representation

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(A) construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points

(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

(C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected

### §111.28. Mathematics, Grade 8

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 8 Texas Edition  
ISBN: 9781847007193

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
82.69	88.46	100	100

### 9 Texas Essential Knowledge and Skills Not Addressed-Student Components

(3) Proportionality. The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to:

(C) use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

(C) use data from a table or graph to determine the rate of change or slope and  $y$ -intercept in mathematical and real-world problems

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(G) identify functions using sets of ordered pairs, tables, mappings, and graphs

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(I) write an equation in the form  $y = mx + b$  to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(C) explain the effect of translations, reflections over the  $x$ - or  $y$ -axis, and rotations limited to  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  as applied to two-dimensional shapes on a coordinate plane using an algebraic representation

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(D) model the effect on linear and area measurements of dilated two-dimensional shapes

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(G) identify functions using sets of ordered pairs, tables, mappings, and graphs

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(C) explain the effect of translations, reflections over the  $x$ - or  $y$ -axis, and rotations limited to  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  as applied to two-dimensional shapes on a coordinate plane using an algebraic representation

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(D) model the effect on linear and area measurements of dilated two-dimensional shapes

### §111.28. Mathematics, Grade 8

Publisher Name: TPS Publishing Inc  
Program Title: Creative Mathematics with STEM, Literacy and Arts Grade 8 Texas Edition  
ISBN: 9781847007285

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
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## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

82.69	88.46	100	100
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#### 9 Texas Essential Knowledge and Skills Not Addressed-Student Components

(3) Proportionality. The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to:

(C) use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

(C) use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(G) identify functions using sets of ordered pairs, tables, mappings, and graphs

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(I) write an equation in the form  $y = mx + b$  to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(C) explain the effect of translations, reflections over the  $x$ - or  $y$ -axis, and rotations limited to  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  as applied to two-dimensional shapes on a coordinate plane using an algebraic representation

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(D) model the effect on linear and area measurements of dilated two-dimensional shapes

### 6 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(b) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(G) identify functions using sets of ordered pairs, tables, mappings, and graphs

(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas

(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(C) explain the effect of translations, reflections over the  $x$ - or  $y$ -axis, and rotations limited to  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  as applied to two-dimensional shapes on a coordinate plane using an algebraic representation

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(D) model the effect on linear and area measurements of dilated two-dimensional shapes

#### §126.33. Computer Science I, High School

Publisher Name: CompuScholar, Inc.  
Program Title: TeenCoder: Windows Programming  
ISBN: 9780988707009

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
92.06	92.06	100	100

#### 5 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:

(A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor

(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:

(C) participate in relevant, meaningful activities in the larger community and society to create electronic projects

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(H) seek and respond to advice from peers and professionals in evaluating quality and accuracy

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

(A) use a variety of resources, including foundation and enrichment curricula, to gather authentic data as a basis for individual and group programming projects

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(B) use various productivity tools to gather authentic data as a basis for individual and group programming projects

#### 5 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:

(A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor

(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:

(C) participate in relevant, meaningful activities in the larger community and society to create electronic projects

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(H) seek and respond to advice from peers and professionals in evaluating quality and accuracy

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

(A) use a variety of resources, including foundation and enrichment curricula, to gather authentic data as a basis for individual and group programming projects

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

(B) use various productivity tools to gather authentic data as a basis for individual and group programming projects

#### §126.33. Computer Science I, High School

Publisher Name: Skylight Publishing  
Program Title: Java Methods  
ISBN: 9780965485371

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
98.41	98.41	100	100

#### 1 Texas Essential Knowledge and Skills Not Addressed-Student Components

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:

(G) encapsulate data and associated subroutines into an abstract data type

#### 1 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:

(G) encapsulate data and associated subroutines into an abstract data type

#### §126.38. Game Programming and Design, High School

Publisher Name: CompuScholar, Inc.  
Program Title: TeenCoder: Game Programming  
ISBN: 9780988707016

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
85.19	85.19	100	100

#### 8 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(A) design and implement procedures to set timelines for, track the progress of, and evaluate a game product

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(C) demonstrate knowledge and appropriate use of operating systems, program development tools, and networking resources

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(D) use network resources to acquire, organize, maintain, and evaluate information

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) collaborate to research the business of games, including the roles of developer, marketing, publisher, and retail sales

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(F) demonstrate an understanding of and evaluate online technology, including online interaction and massive multiplayer games

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

(A) play board games to research and collect game play data

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

(B) evaluate, analyze, and document game styles and playability

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

(C) research the dramatic elements in games, including kinds of fun, player types, and nonlinear storytelling

### 8 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(A) design and implement procedures to set timelines for, track the progress of, and evaluate a game product

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(C) demonstrate knowledge and appropriate use of operating systems, program development tools, and networking resources

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(D) use network resources to acquire, organize, maintain, and evaluate information

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(E) collaborate to research the business of games, including the roles of developer, marketing, publisher, and retail sales

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(F) demonstrate an understanding of and evaluate online technology, including online interaction and massive multiplayer games

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

(A) play board games to research and collect game play data

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

(B) evaluate, analyze, and document game styles and playability

(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:

(C) research the dramatic elements in games, including kinds of fun, player types, and nonlinear storytelling

#### §126.6. Technology Applications, Kindergarten-Grade 2

Publisher Name: AlbaCorps Publishing (a dba of Urban OnLine, Inc.)  
Program Title: Technology Applications: Student Edition Digital Interactive Kindergarten  
ISBN: 9781939414038

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
65.38	65.38	100	100

#### 9 Texas Essential Knowledge and Skills Not Addressed-Student Components

(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) explore virtual environments, simulations, models, and programming languages to enhance learning

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(B) evaluate the appropriateness of a digital tool to achieve the desired product

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(C) evaluate products prior to final submission

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies

### 9 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:

(C) explore virtual environments, simulations, models, and programming languages to enhance learning

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(B) evaluate the appropriateness of a digital tool to achieve the desired product

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(C) evaluate products prior to final submission

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies

### §126.6. Technology Applications, Kindergarten-Grade 2

Publisher Name: AlbaCorps Publishing (a dba of Urban OnLine, Inc.)  
Program Title: Technology Applications: Student Edition Digital Interactive First Grade  
ISBN: 9781939414045

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
61.54	69.23	100	100

### 10 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(A) identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(C) evaluate products prior to final submission

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten - Grade 2 learning

#### 8 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten - Grade 2 learning

#### §126.6. Technology Applications, Kindergarten-Grade 2

Publisher Name: AlbaCorps Publishing (a dba of Urban OnLine, Inc.)  
Program Title: Technology Applications: Student Digital Supplement Grades Second Grade  
ISBN: 9781939414052

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
61.54	61.54	100	100

#### 10 Texas Essential Knowledge and Skills Not Addressed-Student Components

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(A) identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(C) evaluate products prior to final submission

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten - Grade 2 learning

### 10 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(A) identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(B) evaluate the appropriateness of a digital tool to achieve the desired product

(4) Critical thinking, problem solving and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:

(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten - Grade 2 learning

#### §126.15. Technology Applications, Grade 7

Publisher Name: AlbaCorps Publishing (a dba of Urban OnLine, Inc.)  
Program Title: Technology Applications: Computer Mastery Student Edition Seventh Grade  
ISBN: 9781939414267

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
94.29	94.29	100	100

#### 2 Texas Essential Knowledge and Skills Not Addressed-Student Components

(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:

(D) process data and communicate results

(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:

(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards

#### 2 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:

(D) process data and communicate results

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:

(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards

#### §126.16. Technology Applications, Grade 8

Publisher Name: AlbaCorps Publishing (a dba of Urban OnLine, Inc.)  
Program Title: Technology Applications: Computer Mastery Student Edition Eighth Grade  
ISBN: 9781939414274

#### Percent of TEKS Addressed

TEKS-Student	TEKS-Teacher	ELPS-Student	ELPS-Teacher
91.43	91.43	100	100

#### 3 Texas Essential Knowledge and Skills Not Addressed-Student Components

(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:

(C) collect and analyze data to identify solutions and make informed decisions

(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:

(E) make informed decisions and support reasoning

(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:

(I) evaluate the relevance of technology as it applies to college and career readiness, life-long learning, and daily living

#### 3 Texas Essential Knowledge and Skills Not Addressed-Teacher Components

(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:

(C) collect and analyze data to identify solutions and make informed decisions

## Proclamation 2014

### Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:

(E) make informed decisions and support reasoning

(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:

(I) evaluate the relevance of technology as it applies to college and career readiness, life-long learning, and daily living