

Guidelines for Content Advisor Feedback

Please review the proposed revisions to the Texas Essential Knowledge and Skills (TEKS) for the four existing high school courses (Aquatic Science, Astronomy, Earth and Space Science, and Environmental Systems) and the proposed new high school science independent study course, Specialized Topics in Science. Use the following questions to develop feedback for the State Board of Education regarding revisions to the standards.

There is no specific format required for your feedback. When referencing specific portions of the TEKS, please indicate the course and the specific letter/number of the standard to which you are referring, as appropriate. Feedback may be limited to specific courses; however, please specify in comments which course(s) is addressed.

GUIDING QUESTIONS

1. Does each course follow a complete and logical development of science concepts presented? If not, what suggestions do you have for improvement? **Yes the concepts seem to have a logical development.**
2. Do the standards for the course(s) adequately address scientific concepts? If not, please give examples of how the standards might be improved. **Yes the standards are adequately addressed.**
4. Are there any gaps or concepts missing that should be addressed? Are there specific areas that need to be updated to reflect current research? **No noticeable gaps were noted.**
5. Do these high school course(s) sufficiently prepare students for postsecondary success? If not, please provide suggestions for improving the standards. **Yes, the courses should adequately prepare students for postsecondary success.**
6. Does each course include sufficient standards focused on laboratory and field investigation? **Lab and field investigations were noted throughout the courses.**
7. Are the student expectations clear and specific? If not, please give examples of how the language might be improved. **Yes but some questions on wording/rationales...specifics are listed at the bottom of this page.**
8. Are there student expectations that are not essential or unnecessarily duplicative and can be eliminated? If so, please identify by course and student expectation number, e.g. Aquatic Science 5.B. **No noticeable duplications were noted.**
9. Do you have any other suggestions for ways in which the four high school courses can be improved? **A few comments are listed below.**

HS elective courses are not my area of expertise but here are a few things that caught my attention:

Aquatic Science	8B- when baseline data was added to the SE it made the SE sounds awkward and not flow.
Astronomy	6B Rationale states that the revision is for the remaining portion of 5B (planets and stars) but 5B focuses on researching the scientists and two models of astronomy not planets and stars.
Environmental Systems	<p>5A was removed since dichotomous keys are listed in the tools, however a new teacher may need that added as an SE to know when to use them. Dichotomous keys could be added to the new 5A (former 5B)</p> <p>5CD while I understand the addition of models to better align with the SEP, isn't this limiting how they predict? Could such as models be used instead?</p> <p>8A rationale states that the SE was removed because it is covered in the new 6E that compares the cost benefit analysis of renewable and nonrenewable resources. However, cost benefit analysis, renewable and nonrenewable resources are not specifically listed in 6E</p>