

Texas Essential Knowledge and Skills Overview



Where to find the TEKS for the
mathematics, social studies, and
languages other than English
courses included in
Proclamation 2017



Search

[A-Z Index](#) [Contact](#) [Sign Up for Updates](#) [TEA Correspondence](#)



About TEA



Curriculum & Instructional Materials



Reports & Data



Student Testing & Accountability



Texas Educators



Texas Schools

College & Career Readiness

- AP - IB Incentive Program
- Early College High School
- GEAR UP
- P-16 Initiatives
- T-STEM

Curriculum Standards

- TEKS Texas Essential Knowledge and Skills**
- TEKS in Spanish
- TEKS Subject Area Review

Graduation Information

- Automatic College Admissions
- Graduation Reports - PEIMS Standard Reports
- Foundation High School Program
- State Graduation Requirements

Instructional Materials

- Accessible Materials
- Instructional Materials Allotment
- Ordering and Distribution
- Review and Adoption Process

Learning Support and Programs

- Career and Technical Education
- Character Education
- Innovative Courses
- Project Share
- School Guidance and Counseling
- Technology Planning
- Technology Resources
- Texas Education on iTunes U
- Texas Virtual School Network

Special Student Populations

- Bilingual - ESL Education
- Dyslexia
- Early Childhood Education
- Foster Care and Student Success
- Gifted and Talented Education
- Title III, Part A English Language Acquisition
- Title I, Part C - Migrant Education

Special Education

- Data and Reports
- Dispute Resolution Process
- Parent and Family Resources
- Programs and Services

Subject Areas

- Career & Technical Education
- English Language Arts and Reading
- Fine Arts
- Health Education
- Innovative Courses
- Languages Other Than English
- Mathematics
- Physical Education
- Science
- Social Studies
- Technology Applications

Texas Essential Knowledge and Skills

This site will provide you with information on the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do.

Subject Area Reviews

The State Board of Education (SBOE) has legislative authority to adopt the TEKS for each subject of the required curriculum. SBOE members nominate educators, parents, business and industry representatives, and employers to serve on TEKS review committees. The Texas Essential Knowledge and Skills Review by Subject area web page provides information regarding the SBOE's process and current and previous reviews. [Subscribe to updates from TEA.](#)

The following link will provide information for the TEKS by subject area review:

[Texas Essential Knowledge and Skills by Subject Area Review](#)

Texas Essential Knowledge and Skills by Chapter

[Chapter 110. English Language Arts and Reading](#)

[Chapter 111. Mathematics](#)

[Chapter 112. Science](#)

[Chapter 113. Social Studies](#)

[Chapter 114. Languages Other Than English](#)

[Chapter 115. Health Education](#)

[Chapter 116. Physical Education](#)

[Chapter 117. Fine Arts](#)

[Chapter 118. Economics with Emphasis on the Free Enterprise System and Its Benefits](#)

[Chapter 126. Technology Applications](#)

[Chapter 127. Career Development](#)

Contact Information

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Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1401
(512) 463-9581



19 TAC Chapter 111. Texas Essential Knowledge and Skills for Mathematics

Subchapter C. High School

- §111.31. Implementation of Texas Essential Knowledge and Skills for Mathematics, Grades 9-12.
- §111.32. Algebra I (One Credit).
- §111.33. Algebra II (One-Half to One Credit).
- §111.34. Geometry (One Credit).
- §111.35. Precalculus (One-Half to One Credit).
- §111.36. Mathematical Models with Applications (One-Half to One Credit).
- §111.37. Advanced Quantitative Reasoning (One Credit).
- §111.38. Implementation of Texas Essential Knowledge and Skills for Mathematics, High School, Adopted 2012.
- §111.39. Algebra I, Adopted 2012 (One Credit).
- §111.40. Algebra II, Adopted 2012 (One-Half to One Credit).
- §111.41. Geometry, Adopted 2012 (One Credit).
- §111.42. Precalculus, Adopted 2012 (One-Half to One Credit).
- §111.43. Mathematical Models with Applications, Adopted 2012 (One Credit).
- §111.44. Advanced Quantitative Reasoning, Adopted 2012 (One-Half to One Credit).
- §111.45. Independent Study in Mathematics, Adopted 2012 (One-Half to One Credit).
- §111.46. Discrete Mathematics for Problem Solving, Adopted 2013 (One-Half to One Credit).
- §111.47. Statistics, Adopted 2015 (One Credit).
- §111.48. Algebraic Reasoning, Adopted 2015 (One Credit).

19 TAC Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

- §113.40. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Beginning with School Year 2011-2012.
- §113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.
- §113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.
- §113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.
- §113.44. United States Government (One-Half Credit), Beginning with School Year 2011-2012.
- §113.45. Psychology (One-Half Credit), Beginning with School Year 2011-2012.
- §113.46. Sociology (One-Half Credit), Beginning with School Year 2011-2012.
- §113.47. Special Topics in Social Studies (One-Half Credit), Beginning with School Year 2011-2012.
- §113.48. Social Studies Research Methods (One-Half Credit), Beginning with School Year 2011-2012.

Subchapter D. Other Social Studies Courses

- §113.51. Implementation of Texas Essential Knowledge and Skills for Social Studies, Other Social Studies Courses.
- §113.52. Social Studies Advanced Studies (One-Half to One Credit).

19 TAC Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

[Link to Subchapters from Subchapter Titles](#) - [Link to Sections from Icons](#)

[Links to PDF Versions of the files are available at the end of the page](#)

[Subchapter A. Elementary](#)

- §114.1. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary.
- §114.2. Languages Other Than English, Elementary.
- §114.3. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary, Adopted 2014.
- §114.4. Languages Other Than English, Elementary, Adopted 2014.

[Subchapter B. Middle School](#)

- §114.11. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Middle School.
- §114.12. Languages Other Than English, Middle School.
- §114.13. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Middle School, Adopted 2014.
- §114.14. Languages Other Than English, Middle School, Adopted 2014.

[Subchapter C. High School](#)

- §114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.

Subchapter C. High School

- §114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.
- §114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).
- §114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level).
- §114.24. Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level).
- §114.25. Exploratory Languages (One-Half to One Credit).
- §114.26. Cultural and Linguistic Topics (One-Half to One Credit).
- §114.27. American Sign Language Levels I and II - Novice Progress Checkpoint (One Credit Per Level).
- §114.28. American Sign Language Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level).
- §114.29. American Sign Language Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level).
- §114.31. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School, Adopted 2014.
- §114.32. Discovering Languages and Cultures (One-Half to One Credit), Adopted 2014.
- §114.33. Special Topics in Language and Culture (One Credit), Adopted 2014.
- §114.34. American Sign Language, Level I (One Credit), Adopted 2014.
- §114.35. American Sign Language, Level II (One Credit), Adopted 2014.
- §114.36. American Sign Language, Level III (One Credit), Adopted 2014.
- §114.37. American Sign Language, Level IV (One Credit), Adopted 2014.
- §114.38. American Sign Language, Advanced Independent Study (One Credit), Adopted 2014.
- §114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.
- §114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.
- §114.41. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014.
- §114.42. Level IV, Intermediate Mid to Intermediate High Proficiency (One Credit), Adopted 2014.

Where to find the TEKS for
the career and technical
education courses included
in Proclamation 2017

The TEKS for CTE were adopted in two separate batches. At this time the final, adopted TEKS for the first batch of CTE courses are available on the TEA website at

[http://tea.texas.gov/About TEA/Laws and Rules /SBOE Rules \(TAC\)/Adopted State Board of Education Rules - Not Yet Effective/](http://tea.texas.gov/About%20TEA/Laws%20and%20Rules/SBOE%20Rules%20(TAC)/Adopted%20State%20Board%20of%20Education%20Rules%20-%20Not%20Yet%20Effective/).

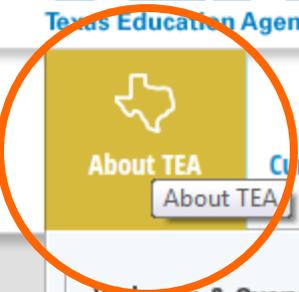
As soon as the final, adopted TEKS for the second batch of courses is available, they will be posted to the same webpage.



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[A-Z Index](#) [Contact](#) [Sign Up for Updates](#) [TEA Correspondence](#)



About TEA

About TEA



Curriculum & Instructional Materials



Finance & Grants



Reports & Data



Student Testing & Accountability



Texas Educators



Texas Schools

Welcome & Overview

- [Calendars](#)
- [Employment](#)
- [Glossary of Acronyms](#)
- [History](#)
- [Site Policies](#)
- [Strategic Plan](#)

Agency Finances

- [Legislative Appropriations Request](#)
- [Procurement and Historically Underutilized Business Program](#)
- [TEA Check Register](#)
- [TEA Payment Report](#)

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- [AskTED](#)
- [Complaints](#)
- [Divisions Directory](#)
- [Fraud Hotline](#)
- [General Inquiry](#)
- [Public Information Requests](#)
- [Sending Files Securely](#)
- [Social Media](#)
- [Staff Directory](#)
- [Equal Educational Opportunity](#)

Laws & Rules

- [Special Education Rules and Regulations](#)
- [NCLB - ESEA](#)
- [Commissioner Rules \(TAC\)](#)
- [SBEC Rules \(TAC\)](#)
- [SBOE Rules \(TAC\)](#)
- [Texas Constitution / Statutes](#)
- [Texas Education Code](#)
- [Texas Administrative Code](#)

Leadership

- [Commissioner](#)
- [State Board of Education](#)
- [State Board for Educator Certification](#)

Legal Services

- [General Information](#)
- [Public Information](#)
- [Special Education Dispute Resolution](#)
- [Hearings and Appeals](#)

News & Multimedia

- [Press Releases](#)
- [Annual Reports](#)
- [Agency NCLB Waivers](#)
- [Audio and Visual Resources](#)
- [Awards](#)
- [Brochures](#)

Other Services

- [ESC Information](#)
- [Education Service Center Map](#)
- [Services for Homeless Students](#)
- [Services for Military Families](#)
- [TEA Secure Applications Information](#)

State Board of Education Rules - Texas Administrative Code

State Board of Education (SBOE) rules are part of a larger body of state agency rules known as the Texas Administrative Code (TAC). The Office of the Secretary of State collects and publishes these rules. SBOE rules are codified under Title 19, Part II, of the TAC. Title 19 is Education, and Part II is the Texas Education Agency. The SBOE may adopt new rules or amendments to or repeals of existing rules.

[Special Education Rules and Regulations](#)

[NCLB - ESEA](#)

[Commissioner Rules \(TAC\)](#)

[SBEC Rules \(TAC\)](#)

[SBOE Rules \(TAC\)](#)

[Texas Constitution / Statutes](#)

SBOE Rules

The following links provide information on proposed SBOE rules, adopted SBOE rules that have not yet taken effect, and the procedures for individuals to petition for SBOE rule changes.

[Proposed Rules](#) (last updated 09-23-15)

[Adopted Rules - Not Yet Effective](#) (last updated 09-23-15)

[Procedures to Petition for Adoption of State Board of Education Rule Changes](#)

SBOE Rule Review Plan

The following link provides information on the statutorily required review of SBOE rules for the 2013-2017 review cycle.

[2013-2017 Rule Review Plan](#) (last updated 09-02-14)



Search

[A-Z Index](#) [Contact](#) [Sign Up for Updates](#) [TEA Correspondence](#)



About TEA



Curriculum & Instructional Materials



Finance & Grants



Reports & Data



Student Testing & Accountability



Texas Educators



Texas Schools

[Home](#) / [About TEA](#) / [Laws and Rules](#) / [SBOE Rules \(TAC\)](#)

Adopted State Board of Education Rules - Not Yet Effective

All new rules or amendments to existing rules with effective dates in the future are available on this site after the agency has filed the rules with the *Texas Register*. Under state law, the State Board of Education (SBOE) must adopt a rule at least 90 days before the beginning of the school year for it to be effective for that school year. The exception to this process is if state or federal law requires an earlier effective date or the SBOE approves the rule by a two-thirds majority.

Rule text is in Adobe Acrobat PDF format. Download the Adobe Acrobat Reader, required to access PDF files, from the [Adobe website](#). If there are changes to the rule text since it was published as proposed, the changes are shown in red.

Contact Information

Rulemaking Unit
Phone: (512) 475-1497
Email: rules@tea.texas.gov



Adopted New 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, Subchapters C, D, E, F, I, J, M, and N

Summary: The adoption adds new Texas essential knowledge and skills for high school career and technical education courses for Arts, Audio/Video Technology, and Communications; Business Management and Administration; Education and Training; Finance; Hospitality and Tourism; Human Services; Manufacturing; and Marketing for implementation in the 2017-2018 school year. The new rules were adopted with changes from what was published as proposed.

(Second Reading and Final Adoption by SBOE: April and July 2015)

(Future Effective Date: August 28, 2017)

[Text of Adopted New 19 TAC Chapter 130. Subchapter C](#) (PDF)

[Text of Adopted New 19 TAC Chapter 130. Subchapter D](#) (PDF)

[Text of Adopted New 19 TAC Chapter 130. Subchapter E](#) (PDF)

[Text of Adopted New 19 TAC Chapter 130. Subchapter F](#) (PDF)

[Text of Adopted New 19 TAC Chapter 130. Subchapter I](#) (PDF)

[Text of Adopted New 19 TAC Chapter 130. Subchapter J](#) (PDF)

[Text of Adopted New 19 TAC Chapter 130. Subchapter M](#) (PDF)

[Text of Adopted New 19 TAC Chapter 130. Subchapter N](#) (PDF)



Key Changes to the TEKS — Languages other than English

- Revisions to the proficiency levels
- Addition of separate TEKS for classical languages
- Addition of new advanced-level courses for American Sign Language and LOTE (both modern and classical)
- Addition of new Special Topics in Language and Culture course
- More specific information added to the introductions for all courses

Key Changes to the TEKS — Career and Technical Education

- Addition of a variety of new courses
- Addition, in some Career Clusters, of laboratory courses that may be used as corequisites and combined with corresponding theory-based course
- Addition of new courses that may satisfy specific graduation requirements

CTE Courses that May Satisfy Specific Graduation Requirements

English—

Business English

Fine Arts—

Floral Design

CTE Courses that May Satisfy Specific Graduation Requirements

Mathematics—

Accounting II

Applied Mathematics for Technical Professionals

Digital Electronics

Engineering Mathematics

Manufacturing Engineering Technology II

Mathematical Applications in Agriculture, Food, and Natural Resources

Statistics and Risk Management

CTE Courses that May Satisfy Specific Graduation Requirements

Science—

Advanced Animal Science

Advanced Plant and Soil Science

Anatomy and Physiology

Biotechnology I

Engineering Design and Problem Solving

Engineering Science

Food Science

Forensic Science

Medical Microbiology

Pathophysiology

Scientific Research and Design

Principles of Technology

English Language Proficiency Standards (ELPS)

- one set of ELPS, no difference by grade level
- outline English language proficiency level descriptors for English language learners (ELLs)
- school districts must implement the ELPS as an integral part of each subject in the required curriculum
- materials must only cover only those that have been designated as appropriate for inclusion in instructional materials
- fewer in total than student expectations for most grade levels and courses
- included in student materials for ELA/R and not required to be included in student materials for Kindergarten through grade 5
- focus is on teacher materials

English Language Proficiency Standards (ELPS)

The ELPS must be addressed in instructional materials for mathematics courses (Statistics and Algebraic Reasoning) and social studies (Special Topics in Social Studies) as well as for CTE courses that may satisfy a mathematics or science graduation requirement.

Where to find the English Language Proficiency Standards



Search

[A-Z Index](#) [Contact](#) [Sign Up for Updates](#) [TEA Correspondence](#)



About TEA



Curriculum & Instructional Materials



Reports & Data



Student Testing & Accountability



Texas Educators



Texas Schools

College & Career Readiness

- AP - IB Incentive Program
- Early College High School
- GEAR UP
- P-16 Initiatives
- T-STEM

Curriculum Standards

- TEKS Texas Essential Knowledge and Skills**
- TEKS in Spanish
- TEKS Subject Area Review

Graduation Information

- Automatic College Admissions
- Graduation Reports - PEIMS Standard Reports
- Foundation High School Program
- State Graduation Requirements

Instructional Materials

- Accessible Materials
- Instructional Materials Allotment
- Ordering and Distribution
- Review and Adoption Process

Learning Support and Programs

- Career and Technical Education
- Character Education
- Innovative Courses
- Project Share
- School Guidance and Counseling
- Technology Planning
- Technology Resources
- Texas Education on iTunes U
- Texas Virtual School Network

Special Student Populations

- Bilingual - ESL Education
- Dyslexia
- Early Childhood Education
- Foster Care and Student Success
- Gifted and Talented Education
- Title III, Part A English Language Acquisition
- Title I, Part C - Migrant Education

Special Education

- Data and Reports
- Dispute Resolution Process
- Parent and Family Resources
- Programs and Services

Subject Areas

- Career & Technical Education
- English Language Arts and Reading
- Fine Arts
- Health Education
- Innovative Courses
- Languages Other Than English
- Mathematics
- Physical Education
- Science
- Social Studies
- Technology Applications

Texas Essential Knowledge and Skills by Chapter

[Chapter 110. English Language Arts and Reading](#)

[Chapter 111. Mathematics](#)

[Chapter 112. Science](#)

[Chapter 113. Social Studies](#)

[Chapter 114. Languages Other Than English](#)

[Chapter 115. Health Education](#)

[Chapter 116. Physical Education](#)

[Chapter 117. Fine Arts](#)

[Chapter 118. Economics with Emphasis on the Free Enterprise System and Its Benefits](#)

[Chapter 126. Technology Applications](#)

[Chapter 127. Career Development](#)

[Chapter 128. Spanish Language Arts and English as a Second Language](#)

[Chapter 130. Career and Technical Education](#)

TEKS-Related Documents

The following links provide access to TEKS-related documents:

[English Language Proficiency Standards](#)

[Prekindergarten Guidelines](#)

[College Readiness Standards](#) (outside source)

[TEKS in Spanish](#)

Texas Essential Knowledge and Skills by Grade Level (Elementary)

Structure of the TEKS

Introduction:

Description of content of course and key information about the standards

Knowledge and Skill Statements:

Broad statements of what students must know and be able to do

Student Expectations (SEs):

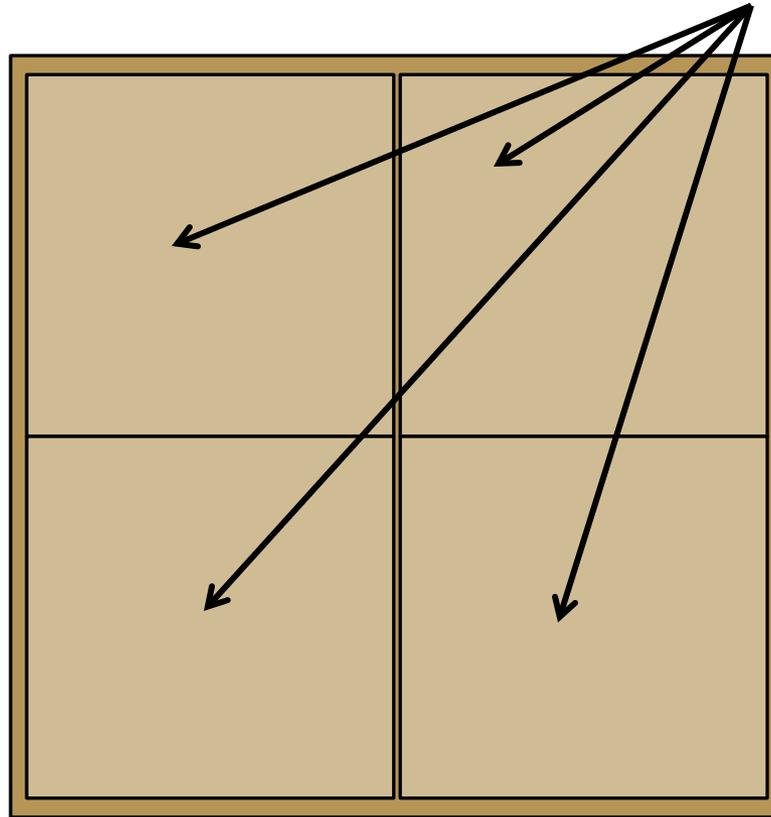
- Directly related to the knowledge and skill statement
- Are more specific about how students demonstrate their learning
- Come after the phrase “The student is expected to....”

Breakouts:

The component parts of each student expectation

Structure of the TEKS

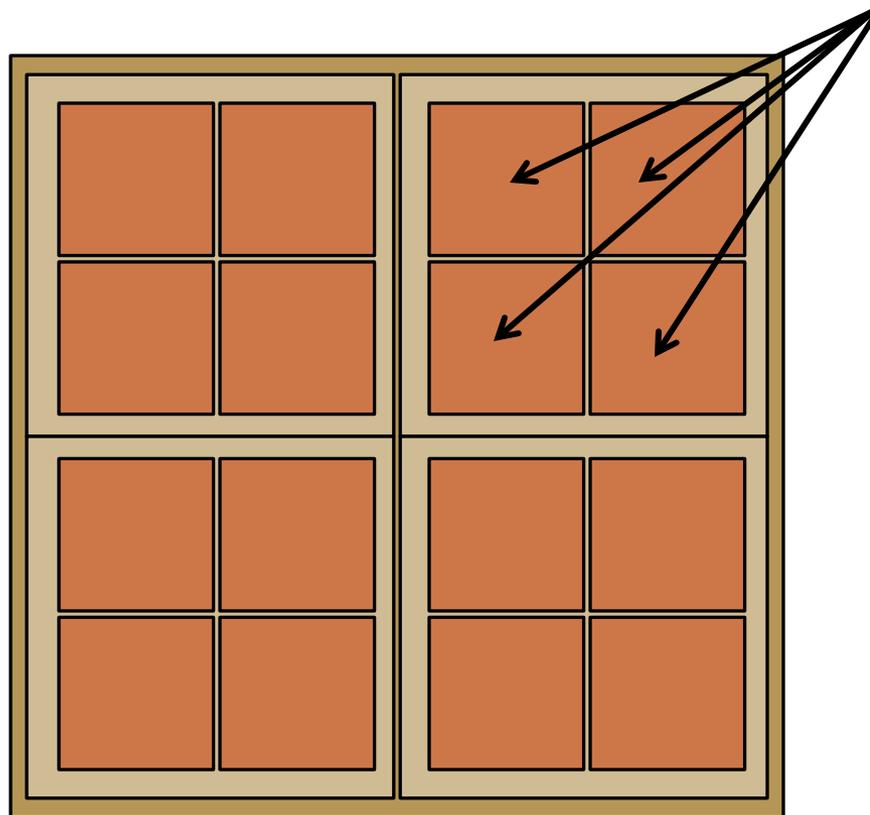
The **TEKS** are made up of **Knowledge and Skills Statements**



Structure of the TEKS

Knowledge and Skills Statements

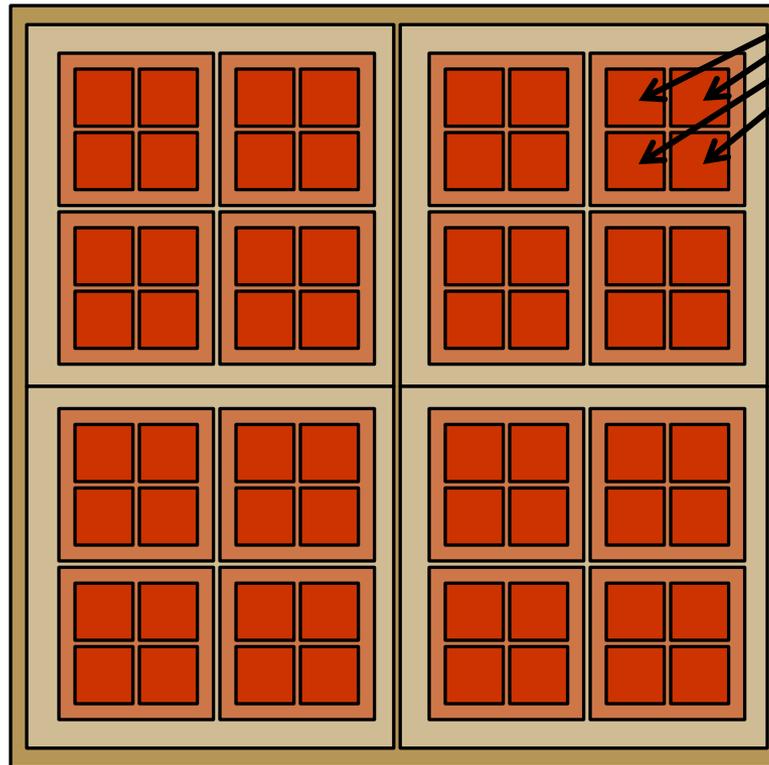
are made up of **Student Expectations**



Structure of the TEKS

Student Expectations

are made up of **Breakouts**



Determining TEKS Coverage

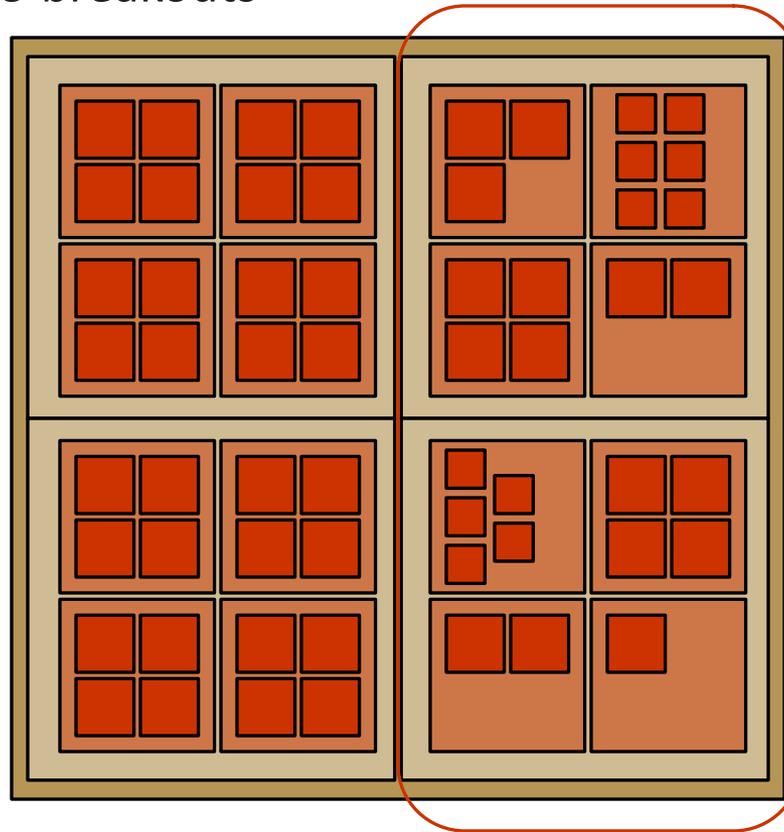
In order for an instructional material to be eligible for placement on the list of adopted materials, the instructional material must:

- address at least 50% of the total number of **student expectations**
- address 100% of the designated ELPS

*Note: All student expectations within a given knowledge and skills statement do not need to be sufficiently addressed in order for an individual student expectation within that group to count toward the 50%.

Structure of the TEKS

There are a total of 16 SEs
comprised of 59 breakouts



50% = 8 SEs
comprised of
27 breakouts

Determining TEKS Coverage

A student expectation (SE) is considered to be addressed if

- all breakouts for the SE are addressed twice in the student materials - once in the student text narrative, and once in either an end-of-section review exercise, an end-of-chapter activity, or a unit test
- all breakouts for the SE are addressed twice in the teacher materials

LOTE Example (American Sign Language)

Knowledge and Skills Statement

(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:

Student Expectation

(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information

Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:</p>	<p>(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information</p>	<p>(i) engage in a variety of ASL exchanges of learned material to socialize</p>
		<p>(ii) engage in a variety of ASL exchanges of learned material to provide information</p>
		<p>(iii) engage in a variety of ASL exchanges of learned material to obtain information</p>

CTE Example (Investigating Careers)

Knowledge and Skills Statement

(3) The student investigates the professional skills needed for college and career success. The student is expected to:

Student Expectation

(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences

Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p>	<p>(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences</p>	<p>(i) investigate the importance of co-curricular experiences</p>
		<p>(ii) investigate the importance of extracurricular experiences</p>
		<p>(iii) investigate the importance of career preparation experiences</p>
		<p>(iv) investigate the importance of extended learning experiences</p>

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