



Proclamation 2015

Publisher Orientation Meeting

August 27, 2013

Proclamation 2015

Process Overview

- Proclamation Issued
- Statements of Intent to Bid Submitted
- Complete Description Forms Submitted
- Samples/Correlations Submitted
- Review of Materials
- Adoption of Materials/Contracts
- Final Samples
- Ordering

- Proclamation Issued (April 2013)
- Statements of Intent to Bid Submitted (December 2013)
- Complete Description Forms Submitted (January 2014)
- Samples/Correlations Submitted (April 2014)
- Review of Materials (summer 2014)
- Adoption of Materials/Contracts (November 2014)
- Final Samples (May 2015)
- Ordering (spring 2015)

-
- Introduction
 - Schedule of Adoption Procedures
 - Additional Information
 - Requirements of Participating Content Providers
 - Student Enrollment
 - TEKS and ELPS
 - Accessibility Information
 - Glossary of Terms

- Milestone Dates
 - December 6, 2013: Statements of Intent to Bid
 - January 31, 2014: Complete Description Forms
 - April 18, 2014: Pre-Adoption Samples
 - Summer of 2014: State Review Panel Meetings
 - November 2014: Adoption
 - May 1, 2015: Corrected Samples Due
 - June–August 2015: Materials Ship to Schools

- Handbook
 - Background Information
 - Specific Requirements of Participation
 - Forms
 - Deadlines
 - Contact Information



Proclamation 2015 Q&A Document

- General Questions
- Bids and Pricing
- Correlations and Breakouts
- TEKS Coverage
- English Language Proficiency Standards (ELPS)
- Samples
- Accessibility Requirements/Manufacturing Standards
- Ancillaries



Texas Essential Knowledge and Skills Overview

Publisher Orientation Meeting
Proclamation 2015



Administrators

school resources



Teachers

teacher resources



Funding

school finance & grants

Testing / Accountability

student assessment & ratings

Curriculum

standards, college prep & programs

Reports

data, statistics & research

News & Events

communications & calendars

ARRA/Ed Jobs

stimulus, stabilization, & ed jobs

Alternative Schooling

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Copyrights/Royalties

Dropout Information

Early Childhood Education

Education Laws & Rules

Agency Info

District Information

A - Z Index

Help

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.

Announcements

Applications for the SBOE languages other than English TEKS review committees will be accepted through January 18, 2013. Please visit the [Languages Other Than English TEKS](#) page for an application.

Subject Area Reviews

[Languages Other Than English](#)

[Fine Arts TEKS review](#)

[Mathematics TEKS review](#)

[Technology Applications TEKS review](#)

[Social Studies TEKS review](#)

[English Language Arts Electives TEKS review](#)

[Career and Technical Education TEKS](#)

[Recommendations of the Career and Technical Education Review Panel \(PDF, 95KB\)](#)

TEKS Documents

[State Board of Education Process for Review of Texas Essential Knowledge and Skills \(PDF, 25KB\)](#)

[TEKS and Instructional Materials Working Document \(PDF, 40KB\)](#) (Updated April 2012)

To join a subject specific listserv and receive information and updates related to TEKS activities please visit: <http://miller.tea.state.tx.us/list/>.

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Texas Administrative Code

Educator Login/Account Set Up	Texas Essential Knowledge and Skills by Chapter
Educator Preparation	Chapter 110. English Language Arts and Reading
+ Enroll Your Child	Chapter 111. Mathematics
Fingerprinting	Chapter 112. Science
GED®	Chapter 113. Social Studies
Health and Safety	Chapter 114. Languages Other Than English
No Child Left Behind	Chapter 115. Health Education
+ State Board for Educator Certification	Chapter 116. Physical Education
State Board of Education	Chapter 117. Fine Arts
+ Weather Information	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
	English Language Proficiency Standards

<http://www.tea.state.tx.us/index2.aspx?id=6148>

Texas Administrative Code (TAC), Title 19, Part II

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

[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

- §113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.
- §113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.
- §113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.
- §113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.
- §113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.
- §113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.
- §113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

Subchapter B. Middle School

- §113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Beginning with School Year 2011-2012.
- §113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.
- §113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.
- §113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.

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.



Alternative Schooling

About TEA

Commissioner

Complaints

Copyrights/Royalties

Dropout Information

**Early Childhood
Education**

Education Laws & Rules

Social Studies TEKS

This page was last updated February 24, 2011

Background

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information and historical documents regarding the recent revision of the social studies TEKS.

The revised social studies TEKS adopted by the SBOE may be accessed on the [TEA rules page](#) and include "Beginning with School Year 2011-2012" in the title.

Proposals approved for second reading and final adoption in May 2010

The following documents reflect proposed revisions to the social studies TEKS as approved by the State Board of Education on May 21, 2010, for second reading and final adoption, with technical edits, as authorized by State Board of Education operating rules. These documents have not yet been filed with the Texas Register and will be subject to review for non-substantive, technical edits by Texas Register editors.

[Kindergarten – Grade 5](#) (color-coded)

[Grade 6 - Grade 8](#) (color-coded)

[High School](#) (color-coded)

The following documents show the historical figures that are included in the proposed revisions to the social studies TEKS:

- [Alphabetized list of all names following "including" with grade level or course designation](#)
- [Alphabetized list of all names following "such as" with grade level or course designation](#)

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Social Studies TEKS - Introductions

The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

Statements that contain the word "**including**" reference **content that must be mastered**, while those containing the phrase "**such as**" are intended as **possible illustrative examples**.

HISTORICAL FIGURES IN SOCIAL STUDIES TEKS - MAY 2010

Names following "including"

Last name	First name	Grade level/Course
Adams	John	Grade 5
Adams	Samuel	Grade 5
Adams	Abigail	Grade 8
Adams	John	Grade 8
Adams	John Quincy	Grade 8
Adams	Samuel	Grade 8
Adams	John	U.S. Government
Armistead	James	Grade 8
Armstrong	Neil	Grade 5
Attucks	Crispus	Grade 8
Austin	Stephen F.	Grade 4
Austin	Moses	Grade 7
Austin	Stephen F.	Grade 7
Austin	Stephen F.	Kindergarten
Baker III	James A.	Grade 7
Churchill	Winston	World History
Clark	William	Grade 5
Clay	Henry	Grade 8
Clinton	Bill	U.S. History Since 1877
Columbus	Christopher	Kindergarten
Columbus	Christopher	Grade 3
Comte	Auguste	Sociology
Coronado	Francisco	Grade 4
Davis	Jefferson	Grade 8
De León	Martin	Grade 4
De León	Martin	Grade 7
Deere	John	Grade 5
DeWitt	Green	Grade 7
Durkheim	Emile	Sociology
Edison	Thomas	Grade 5
Eisenhower	Dwight	U.S. History Since 1877

Black-Current TEKS Green-Committee changed or added Blue-SBOE changed
 Blue-SBOE added Purple-Committee deleted and SBOE reinstated

HISTORICAL FIGURES IN SOCIAL STUDIES TEKS PROPOSAL - MARCH 2010

Grade 5								
Introduction			Follow the word "including"			Follow the word "such as"		
Last name	First name	Comments	Last name	First name	Comments	Last name	First name	Comments
No historical figures are listed.			Adams	John		Addams	Jane	Moved to including
			Adams	Samuel		Anthony	Susan B.	Moved to including
			Addams	Jane		Armstrong	Neil	Moved to including
			Anthony	Susan B.		Audubon	John J.	Moved to Gr 8
			Armstrong	Neil		Banneker	Benjamin	Moved to Gr 3
			Bell	Alexander Graham		Birdseye	Clarence	Deleted
			Bradford	William		Carver	George Washington	Moved to including
			Carver	George Washington		Catt	Carrie Chapman	Deleted
			Chávez	César		Chávez	César	Moved to including
			Clark	William		Edison	Thomas	Moved to including
			Deere	John		Eisenhower	Dwight	Moved to including
			Edison	Thomas		Franklin	Benjamin	Moved to including
			Eisenhower	Dwight		Hutchinson	Anne	Moved to including
		Franklin	Benjamin	(2)(B),(23)(A)	King Jr.	Martin Luther	Moved to including	

Black-Current TEKS; Green-Committee changed or added; Red-Committee deleted; Blue-SBOE changed; Blue-SBOE added; ~~Blue~~-SBOE deleted; Purple-Committee deleted and SBOE reinstated; ~~Purple~~-Committee added and SBOE changed or deleted

CTE Courses for Math Credit

Subchapter D. Other High School Mathematics Courses

- §111.51. Implementation of Texas Essential Knowledge and Skills for Mathematics, Other High School Mathematics Courses.
- §111.52. Independent Study in Mathematics (One-Half to One Credit).
- §111.53. Advanced Placement (AP) Statistics (One-Half to One Credit).
- §111.54. Advanced Placement (AP) Calculus AB (One-Half to One Credit).
- §111.55. Advanced Placement (AP) Calculus BC (One-Half to One Credit).
- §111.56. IB Mathematical Studies Standard Level (One-Half to One Credit).
- §111.57. IB Mathematics Standard Level (One-Half to One Credit).
- §111.58. IB Mathematics Higher Level (One-Half to One Credit).
- §111.59. IB Further Mathematics Higher Level (One-Half to One Credit).
- §111.60. Concurrent Enrollment in College Courses.
- §111.61. Other Courses for Which Students May Receive Mathematics Credit.

CTE Courses for Math Credit

§ 111.61. Other Courses for Which Students May Receive Mathematics Credit.

- (a) **Mathematical Applications in Agriculture, Food, and Natural Resources.** Students on the minimum high school program or recommended high school program shall be awarded one credit in mathematics for successful completion of this course as described in § 130.10 of this title (relating to Mathematical Applications in Agriculture, Food, and Natural Resources (One Credit)) and in accordance with the graduation requirements in Chapter 74 of this title (relating to Curriculum Requirements). Recommended prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.
- (b) **Engineering Mathematics.** Students shall be awarded one credit in mathematics for successful completion of this course as described in § 130.367 of this title (relating to Engineering Mathematics (One Credit)). Prerequisite: Algebra II. This course is recommended for students in Grades 11 and 12.
- (c) **Statistics and Risk Management.** Students shall be awarded one credit in mathematics for successful completion of this course as described in § 130.169 of this title (relating to Statistics and Risk Management (One Credit)). Recommended prerequisites: Accounting I and Algebra II. This course is recommended for students in Grades 11 and 12.
- (d) **Advanced Placement (AP) Computer Science A.** Students may be awarded one mathematics credit for successful completion of this course. Content requirements for Advanced Placement (AP) Computer Science A are prescribed in the College Board Publication Advanced Placement Course Description: Computer Science A, published by The College Board. This publication may be obtained from the College Board Advanced Placement Program.



Mathematics Texas Essential Knowledge and Skills

Background

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the review and revision of the mathematics TEKS.

Proposals approved for first reading and filing authorization in January 2012

The proposed revisions to the mathematics TEKS are now available for public comment. Following the official public comment period, the SBOE will take action to approve these changes in April 2012. Please visit <http://www.tea.state.tx.us/index4.aspx?id=2386> to view the proposed revisions and submit public comments.

TEKS review committee recommendations for revisions to the mathematics TEKS (October 2011)

Click on each item below to download a PDF.

[Elementary School Color-Coded Recommendations](#) (PDF)

[Elementary School Clean Copy Recommendations](#) (PDF)

[Middle School Color-Coded Recommendations](#) (PDF)

[Middle School Clean Copy Recommendations](#) (PDF)

[High School Color-Coded Recommendations](#) (PDF)

[High School Clean Copy Recommendations](#) (PDF)



	use data from a statistical study to describe patterns or departures from patterns such as observed differences between a control and a treatment, and describe if practical significance exists	This standard was eliminated from Algebra 2. It was considered for this course, but we feel the content is JUST science.
(A) MMAA10	use <u>proportionality</u> direct and inverse variation to describe physical laws such as Hook's <u>Law</u> , Newton's <u>Second Law of Motion</u> , and Boyle's <u>Laws</u>	ER—Askey, direct variation is the same as proportional Clarification as to which laws to use – only Newton's law involves direct variation
(B) MMAG01	use <u>geometric exponential</u> models available through technology to model growth and decay in areas <u>such as population, biology, and ecology, and chemistry, including radioactive decay</u>	Clarification of the model to be used and added one more area of science to be modeled. This standard mirrors SE A2D03, which has been eliminated from the Algebra 2 course standards.
(C)	<u>use quadratic functions to model motion such as an object dropped, bounced, thrown, or kicked</u>	Standard added to specify the inclusion of quadratic models
M.6 Knowledge and Skills Statement. The student applies mathematical processes with algebra and geometry to study patterns and analyze data as it applies to architecture and engineering. The student is expected to:		
(A) MMAG03	use <u>similarity</u> , geometric transformations, symmetry, and perspective drawings to describe mathematical patterns and structure in art and <u>architecture</u>	Split this standard between this strand and the Fine Arts to focus on architecture in this strand. Also, added the word "similarity" as this is included when working with transformations
(B)	<u>use scale factors with two-dimensional and three-dimensional objects to demonstrate proportional and non-proportional changes in surface area and volume as applied to fields such as engineering drawing, architecture, and construction</u>	Added standard to support a weak area in geometric thinking. Use within applications in this strand brings more meaning to the mathematics
(C)	<u>use the Pythagorean Theorem and special right-triangle relationships to calculate distances</u>	Added standard to support a weak area in geometric thinking. Use within applications in this strand brings more meaning to the mathematics

Subchapter D. Elementary, Adopted 2013

- §117.101. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary, Adopted 2013.
- §117.102. Art, Kindergarten, Adopted 2013.
- §117.103. Music, Kindergarten, Adopted 2013.
- §117.104. Theatre, Kindergarten, Adopted 2013.
- §117.105. Art, Grade 1, Adopted 2013.
- §117.106. Music, Grade 1, Adopted 2013.
- §117.107. Theatre, Grade 1, Adopted 2013.
- §117.108. Art, Grade 2, Adopted 2013.
- §117.109. Music, Grade 2, Adopted 2013.
- §117.110. Theatre, Grade 2, Adopted 2013.
- §117.111. Art, Grade 3, Adopted 2013.
- §117.112. Music, Grade 3, Adopted 2013.
- §117.113. Theatre, Grade 3, Adopted 2013.
- §117.114. Art, Grade 4, Adopted 2013.
- §117.115. Music, Grade 4, Adopted 2013.
- §117.116. Theatre, Grade 4, Adopted 2013.
- §117.117. Art, Grade 5, Adopted 2013.
- §117.118. Music, Grade 5, Adopted 2013.
- §117.119. Theatre, Grade 5, Adopted 2013.

Subchapter E. Middle School, Adopted 2013

- §117.201. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Middle School, Adopted 2013.
- §117.202. Art, Middle School 1, Adopted 2013.
- §117.203. Art, Middle School 2, Adopted 2013.
- §117.204. Art, Middle School 3, Adopted 2013.
- §117.205. Dance, Middle School 1, Adopted 2013.
- §117.206. Dance, Middle School 2, Adopted 2013.
- §117.207. Dance, Middle School 3, Adopted 2013.
- §117.208. Music, Middle School 1, Adopted 2013.
- §117.209. Music, Middle School 2, Adopted 2013.

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Teachers
teacher resources



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Help

Fine Arts Texas Essential Knowledge and Skills

Background

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the review and revision of the fine arts TEKS.

Proposals approved for first reading and filing authorization in January 2013

The proposed revisions to the fine arts TEKS are now available for public comment. Following the official public comment period, the SBOE will take action to approve these changes in April 2013. Please visit <http://www.tea.state.tx.us/index4.aspx?id=2386> to view the proposed revisions and submit public comments.

TEKS review committee final recommendations for revisions to the fine arts TEKS (September 2012)

Click on each item below to download a PDF.

[Art Kindergarten- Grade 5 \(PDF, 1.08MB\)](#)

[Art Grades 6-8 \(PDF, 789KB\)](#)

[Art High School Courses \(PDF, 971KB\)](#)

[Dance Grades 6-8 \(PDF, 701KB\)](#)

[Dance High School Courses \(PDF, 820KB\)](#)

[Music Kindergarten- Grade 5 \(PDF, 975KB\)](#)

[Music Grades 6-8 \(PDF, 872KB\)](#)

[Music High School \(PDF, 1.01MB\)](#)

[Theatre Kindergarten- Grade 5 \(PDF, 843KB\)](#)

[Theatre Grades 6-8 \(PDF, 710KB\)](#)

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Fine Arts TEKS



Middle School

New TEKS for Dance

High School Courses

- Art, Levels I, II, III, IV
- Dance, Levels I, II, III, IV
- Music, Levels I, II, III, IV
- Music Studies
- Theatre, Levels I, II, III, IV
- Musical Theatre, Levels I, II, III, IV
- Technical Theatre, Levels I, II, III, IV

English Language Proficiency Standards

- 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



(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(1) learn new language structures heard during classroom instruction and interactions
	(2) learn new expressions heard during classroom instruction and interactions
	(3) learn basic vocabulary heard during classroom instruction and interactions
	(4) learn academic vocabulary heard during classroom instruction and interactions

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):

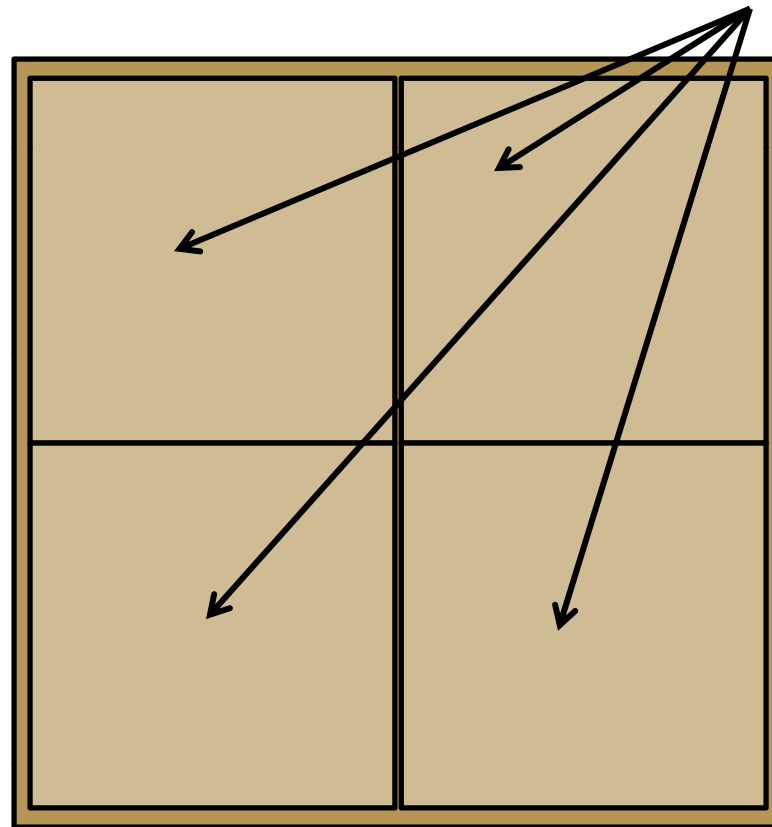
- Directly related to the Knowledge and Skill statement
- Are more specific about how students demonstrate their learning
- Come after the phrase “The student is expected to....”

Breakouts:

The component parts of each student expectation

Structure of the TEKS

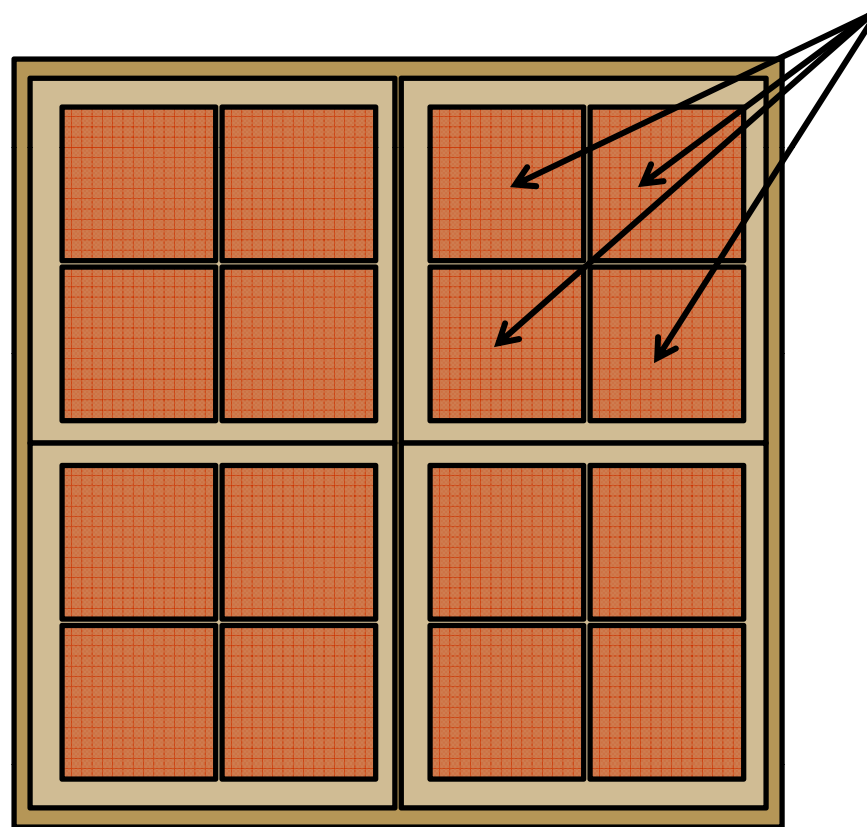
The TEKS are made up of **Knowledge and Skills Statements**



Structure of the TEKS

Knowledge and Skills Statements

are made up of **Student Expectations**

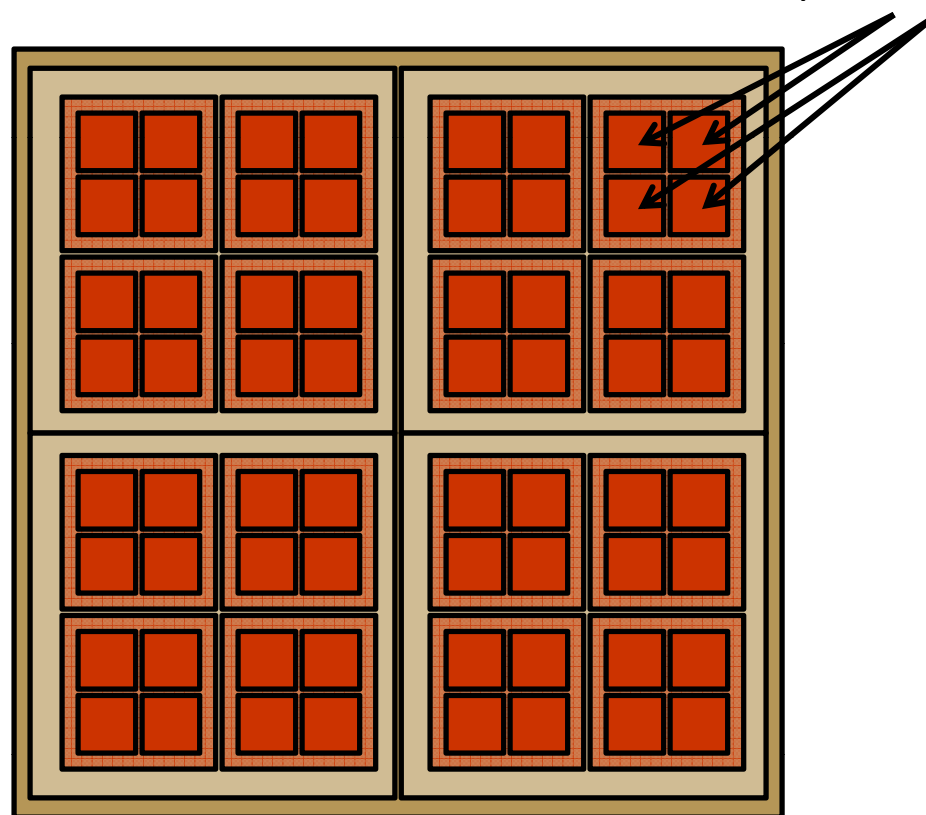


Structure of the TEKS



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%

Social Studies

Grade Level	Total # of SEs	# of SEs Needed to Meet At Least 50%
Kindergarten	38	19
Grade 1	53	27
Grade 2	57	29
Grade 3	59	30
Grade 4	80	40
Grade 5	81	41
Grade 6	82	41
Grade 7	81	41
Grade 8	110	55

High School Mathematics

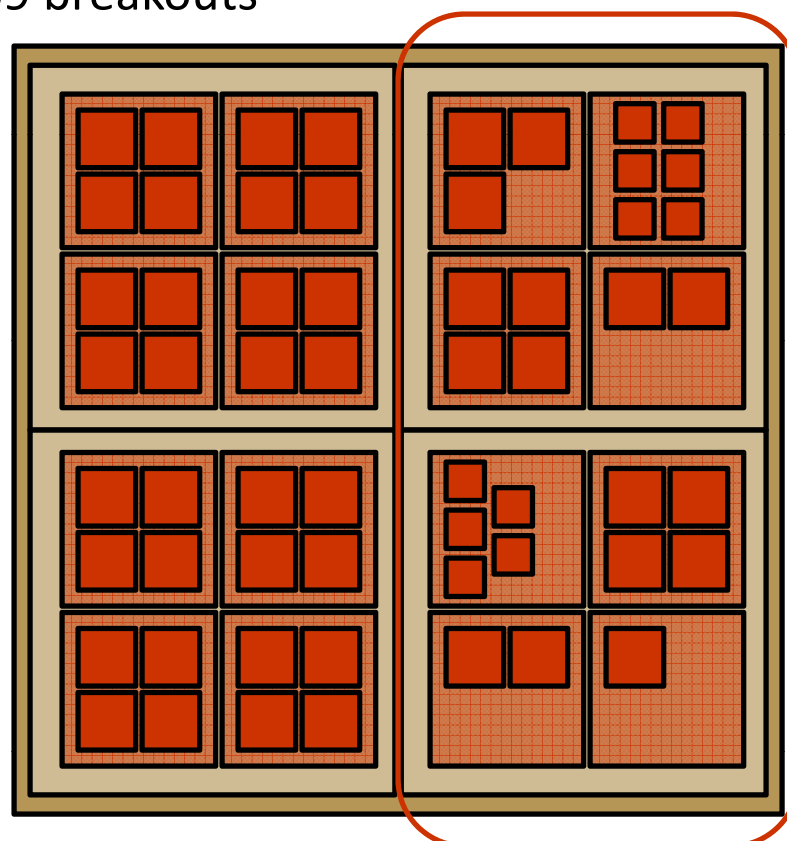
Grade Level	Total # of SEs	# of SEs Needed to Meet At Least 50%
Algebra I	56	28
Algebra II	55	28
Geometry	49	25
Precalculus	57	29
Mathematical Models with Applications	39	20
Advanced Quantitative Reasoning	43	22

Fine Arts

Grade Level	Total # of SEs	# of SEs Needed to Meet At Least 50%
Art, Middle School 1	16	8
Art, Middle School 2	17	9
Art, Middle School 3	17	9
Dance, Middle School 1	20	10
Dance, Middle School 2	20	10
Dance, Middle School 3	20	10
Music, Middle School 1	26	13
Music, Middle School 2	27	14
Music, Middle School 3	27	14
Theatre, Middle School 1	22	11
Theatre, Middle School 2	24	12
Theatre, Middle School 3	21	11

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

Social Studies Example

Knowledge and Skills Statement

(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

Student Expectations

- (A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and
- (B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution

Structure of the TEKS

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:</p>	<p>(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution</p>	<p>(i) identify the contributions of individuals including James Madison who helped create the U.S. Constitution</p>
		<p>(ii) identify the contributions of others who helped create the U.S. Constitution</p>

Math Example

Knowledge and Skills Statement

(2) Mathematical modeling in personal finance. The student uses mathematical processes with graphical and numerical techniques to study patterns and analyze data related to personal finance. The student is expected to:

Student Expectations

- (A) use rates and linear functions to solve problems involving personal finance and budgeting, including compensations and deductions;
- (B) solve problems involving personal taxes; and
- (C) analyze data to make decisions about banking, including options for online banking, checking accounts, overdraft protection, processing fees, and debit card/ATM fees

Structure of the TEKS

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Mathematical modeling in personal finance. The student uses mathematical processes with graphical and numerical techniques to study patterns and analyze data related to personal finance. The student is expected to:</p>	(A) use rates and linear functions to solve problems involving personal finance and budgeting, including compensations and deductions	(i) use rates to solve problems involving personal finance
		(ii) use rates to solve problems involving budgeting, including compensations
		(iii) use rates to solve problems involving budgeting, including deductions
		(iv) use linear functions to solve problems involving personal finance
		(v) use linear functions to solve problems involving budgeting, including compensations



Questions?

Proclamation 2015

Instructional Materials Allotment



Instructional Materials Allotment

Instructional Materials Allotment (IMA) is allocated annually to every Texas school district and open-enrollment charter school.

IMA can be used to purchase instructional materials, technology services and equipment.

IMA is provided on September 1 each year of the biennium.

IMA Funding

2012 - 2013 Biennium

\$792 M

2014 - 2015 Biennium

\$838 M

2016 - 2017 Biennium

TBD at the conclusion of the next session

Pricing Options for Proclamation 2015



Statement of Intent to Bid

SOITB is due December 6, 2013.

Publishers will not be required to
include the
individual components.

SOITB must include a price
for a student and teacher edition.

Program description is due
January 31, 2014.

Publishers will be required to provide detailed specifications for hardware or special equipment necessary to review items that will be included in the submission.

Official bids are due September 26, 2014.

Bids will be required to include all of the individual components and replacement pricing for each component.

Publishers must submit all pricing and component options available to districts.

Publishers may submit multiple options with different pricing structures for districts to consider.

At a minimum, each option submitted must include all components used to identify coverage of the TEKS.

Example:

Option A

Program Submission

(all components used to identify
TEKS coverage)

Example:

Option B

Program Submission

+

Consumable

(one-year or multiple-years)

Example:

Option C

Program Submission

+

Supplemental Resources

(print or online)

Example:

Option D

Program Submission

+

Electronic Device

(with content)

Example:

Option E

Program Submission

+

Consumable - Electronic Device - Resources

(combination)

Identical content in print or digital must be submitted separately.

Different options with identical print or digital content must be submitted separately.

Identical Content in Print or Digital

Program Submission
(print)

Program Submission

Two Separate Submissions
(online)

Identical Content in Print or Digital

Program Submission
(print)
+
Option(s)

Program Submission
(online)

Two Separate Submissions
Option(s)

Publishers must submit each option on a separate bid.

The per-student and per-teacher price must be offered for the full term of the contract for each option submitted.

SOITB is due December 6, 2013

Publishers will not be required to
include the
individual components.

SOITB must include a price
for a student and teacher edition.

Official bids are due September 26, 2014.

Bids will be required to include all of the individual components and replacement pricing for each component.

Publishers must submit all pricing and component options available to districts.

Questions