

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 112. Texas Essential Knowledge and Skills for Science

Subchapter C. High School

§112.41. Implementation of Texas Essential Knowledge and Skills for Science, High School, Adopted 2020.

- (a) The provisions of §§112.42-112.45 of this subchapter shall be implemented by school districts.
- (b) No later than July 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for science as adopted in §§112.42-112.45 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§112.42-112.45 of this subchapter shall be implemented beginning with the 2023-2024 school year and apply to the 2023-2024 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than July 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§112.42-112.45 of this subchapter shall be implemented for the following school year.
- (e) Sections 112.34, 112.35, 112.38, and 112.39 of this subchapter shall be superseded by the implementation of §§112.42-112.45 of this subchapter.

§112.42. Biology (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 9-11.
- (b) Introduction.
 - (1) Biology. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems.
 - (2) Nature of science. According to the National Science Teaching Association, the "nature of science is a critical component of scientific literacy that enhances students' understandings of science concepts and enables them to make informed decisions about scientifically-based personal and societal issues." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.
 - (3) Scientific hypotheses and theories. Students are expected to know that:
 - (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and
 - (B) 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.

- (4) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.
- (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.
- (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.
- (5) Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Social justice applies the concept of social responsibility to determine if something is ethical. Students should be able to distinguish between scientific decision-making methods (scientific and engineering practices) and the use of ethics and social justice to make decisions that involve the application of scientific information and engineering design.
- (6) Scientific cross-cutting concepts. Science is a series of cross-cutting concepts such as systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and serve as tools for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:
- (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
- (B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;
- (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
- (D) use appropriate tools such as microscopes, slides, Petri dishes, laboratory glassware, metric rulers, digital balances, pipets, filter paper, micropipettes, gel electrophoresis and polymerase chain reaction (PCR) apparatuses, microcentrifuges, water baths, incubators, thermometers, hot plates, data collection probes, test tube holders, lab notebooks or journals, hand lenses, and models, diagrams, or samples of biological specimens or structures;
- (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
- (F) organize quantitative and qualitative data using scatter plots, line graphs, bar graphs, charts, data tables, digital tools, diagrams, scientific drawings, and student-prepared models;

- (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
- (H) distinguish among scientific hypotheses, theories, and laws.
- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
 - (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
 - (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:
 - (A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
 - (B) relate the impact of past and current research on scientific thought and society, including research methodology, ethics, and contributions of diverse scientists as related to the content; and
 - (C) research and explore connections between grade-level appropriate science concepts and science, technology, engineering, and mathematics (STEM) careers.
- (5) Science concepts--biological structures, functions, and processes. The student knows that biological structures at multiple levels of organization perform specific functions and processes that affect life. The student is expected to:
 - (A) relate the functions of different types of biomolecules, including carbohydrates, lipids, proteins, and nucleic acids, to the structure and function of a cell;
 - (B) compare and contrast prokaryotic and eukaryotic cells, including their complexity, and compare and contrast scientific explanations for cellular complexity;
 - (C) investigate homeostasis through the cellular transport of molecules; and
 - (D) compare the structures of viruses to cells and explain how viruses spread and cause disease.
- (6) Science concepts--biological structures, functions, and processes. The student knows how an organism grows and the importance of cell differentiation. The student is expected to:
 - (A) explain the importance of the cell cycle to the growth of organisms, including deoxyribonucleic acid (DNA) replication using models;

- (B) explain the process of cell specialization through cell differentiation, including the role of environmental factors; and
 - (C) relate disruptions of the cell cycle to the development of diseases such as cancer.
- (7) Science concepts--mechanisms of genetics. The student knows the role of nucleic acids in gene expression. The student is expected to:
- (A) identify components of DNA, explain how the nucleotide sequence specifies the traits of an organism, and examine scientific explanations for the origin of DNA;
 - (B) describe the significance of gene expression and explain the process of protein synthesis using models of DNA and ribonucleic acid (RNA);
 - (C) identify and illustrate changes in DNA and evaluate the significance of these changes; and
 - (D) investigate molecular technologies such as polymerase chain reaction (PCR), gel electrophoresis, and gene modification that are applicable in current research and engineering practices.
- (8) Science concepts--mechanisms of genetics. The student knows the principles of inheritance and variation of traits. The student is expected to:
- (A) analyze the significance of chromosome reduction, independent assortment, and crossing-over during meiosis in increasing diversity in populations of organisms that reproduce sexually; and
 - (B) predict possible outcomes of various genetic combinations, including monohybrid crosses, incomplete dominance, codominance, sex-linked traits, and multiple alleles.
- (9) Science concepts--biological evolution. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life that has multiple lines of evidence. 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; and
 - (B) examine gradualism and punctuated equilibrium as scientific explanations of abrupt appearance and stasis in the fossil record.
- (10) Science concepts--biological evolution. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life that has multiple mechanisms. The student is expected to:
- (A) explain how natural selection produces change in populations and not in individuals;
 - (B) explain and analyze how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success;
 - (C) analyze and evaluate the relationship of natural selection to adaptation, speciation, and divergent evolution; and
 - (D) analyze the effect of evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, on the gene pool of a population.
- (11) Science concepts--biological structures, functions, and processes. The student knows the significance of matter cycling, energy flow, and enzymes in living organisms. The student is expected to:
- (A) explain how matter and energy are conserved during photosynthesis and cellular respiration using models, including chemical equations; and

- (B) investigate and explain the role of enzymes in facilitating cellular processes.
- (12) Science concepts--biological structures, functions, and processes. The student knows that multicellular organisms are composed of multiple systems that interact to perform complex functions. The student is expected to:
 - (A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals; and
 - (B) explain how the functions of transport, reproduction, and response in plants are facilitated by their structures.
- (13) Science concepts--interdependence within environmental systems. The student knows that interactions at various levels of organization occur within an ecosystem to maintain stability. The student is expected to:
 - (A) investigate and evaluate how ecological relationships, including predation, parasitism, commensalism, mutualism, and competition, influence ecosystem stability;
 - (B) analyze how ecosystem stability is affected by disruptions to the cycling of matter and flow of energy through trophic levels using models;
 - (C) explain the significance of the carbon and nitrogen cycles to ecosystem stability and analyze the consequences of disrupting these cycles; and
 - (D) explain how environmental change affects biodiversity and analyze how changes in biodiversity impact ecosystem stability.

§112.43. Chemistry (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. Prerequisites: one credit of high school science and Algebra I. Recommended prerequisite: completion of or concurrent enrollment in a second year of mathematics. This course is recommended for students in Grades 10-12.
- (b) Introduction.
 - (1) Chemistry. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives.
 - (2) Nature of science. According to the National Science Teaching Association, the "nature of science is a critical component of scientific literacy that enhances students' understandings of science concepts and enables them to make informed decisions about scientifically-based personal and societal issues." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.
 - (3) Scientific hypotheses and theories. Students are expected to know that:
 - (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and
 - (B) 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.

- (4) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations includes descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.
- (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.
- (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.
- (5) Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Social justice applies the concept of social responsibility to determine if something is ethical. Students should be able to distinguish between scientific decision-making methods (scientific and engineering practices) and the use of ethics and social justice to make decisions that involve the application of scientific information and engineering design.
- (6) Scientific cross-cutting concepts. Science is a series of cross-cutting concepts such as systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and serve as tools for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:
- (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
- (B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;
- (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
- (D) use appropriate tools such as Safety Data Sheets (SDS), scientific or graphing calculators, computers and probes, electronic balances, an adequate supply of consumable chemicals, and sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, and burettes;
- (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
- (F) organize quantitative and qualitative data using oral or written lab reports, labeled drawings, particle diagrams, charts, tables, graphs, journals, summaries, or technology-based reports;

- (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
- (H) distinguish between scientific hypotheses, theories, and laws.
- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
 - (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
 - (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:
 - (A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
 - (B) relate the impact of past and current research on scientific thought and society, including research methodology, ethics, and contributions of diverse scientists as related to the content; and
 - (C) research and explore connections between grade-level appropriate science concepts and science, technology, engineering, and mathematics (STEM) careers.
- (5) Science concepts. The student understands the development of the Periodic Table and applies its predictive power. The student is expected to:
 - (A) construct explanations to communicate the development of the Periodic Table over time using evidence such as chemical and physical properties;
 - (B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on the patterns of valence electrons using the Periodic Table; and
 - (C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to discover trends in the Periodic Table.
- (6) Science concepts. The student understands the development of atomic theory and applies it to real-world phenomena. The student is expected to:

- (A) construct models using Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time;
 - (B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud;
 - (C) investigate the quantized energy emitted by electron movement of various elements and relate the emissions to the electromagnetic spectrum;
 - (D) calculate average atomic mass of an element using isotopic composition; and
 - (E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures.
- (7) Science concepts. The student knows how atoms form ionic, covalent, and metallic bonds. The student is expected to:
- (A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements;
 - (B) name and write the chemical formulas for ionic and covalent compounds using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules;
 - (C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar, trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory; and
 - (D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces.
- (8) Science concepts. The student understands how matter is accounted for in chemical substances. The student is expected to:
- (A) define mole and apply the concept of molar mass to convert between moles and grams;
 - (B) calculate the number of atoms or molecules in a sample of material using Avogadro's number;
 - (C) calculate percent composition of compounds; and
 - (D) differentiate between empirical and molecular formulas.
- (9) Science concepts. The student understands how matter is accounted for in chemical reactions. The student is expected to:
- (A) write and balance chemical equations using the law of conservation of mass;
 - (B) differentiate among double replacement reactions, including acid-base reactions and precipitation reactions, and oxidation-reduction reactions such as synthesis, decomposition, single replacement, and combustion reactions;
 - (C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield; and
 - (D) describe the concept of limiting reactants in a balanced chemical equation.
- (10) Science concepts. The student understands the principles of the kinetic molecular theory and ideal gas behavior. The student is expected to:
- (A) describe the postulates of the kinetic molecular theory;
 - (B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas; and
 - (C) define and apply Dalton's law of partial pressure.

- (11) 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 solutions in terms of polarity;
 - (B) distinguish among types of solutions such as electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions;
 - (C) investigate factors that influence solid and gas solubilities such as temperature using solubility curves and rates of dissolution such as temperature, agitation, and surface area;
 - (D) investigate the general rules regarding solubility and predict the products of a double replacement reaction;
 - (E) calculate the concentration of solutions in units of molarity; and
 - (F) calculate the dilutions of solutions using molarity.
- (12) Science concepts. The student understands and applies various rules regarding acids and bases. The student is expected to:
- (A) name and write the chemical formulas for acids using IUPAC nomenclature rules;
 - (B) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions;
 - (C) differentiate between strong and weak acids and bases;
 - (D) predict products in acid-base reactions that form water; and
 - (E) define pH and calculate the pH of a solution using the hydrogen ion concentration.
- (13) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:
- (A) explain everyday examples that illustrate the four laws of thermodynamics;
 - (B) investigate the process of heat transfer in terms of calorimetry;
 - (C) differentiate processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis; and
 - (D) perform calculations involving heat, mass, temperature change, and specific heat.
- (14) Science concepts. The student understands the basic processes of nuclear chemistry. The student is expected to:
- (A) describe the characteristics of alpha, beta, and gamma radioactive decay processes in terms of balanced nuclear equations;
 - (B) compare fission and fusion reactions; and
 - (C) give examples of applications of nuclear phenomena such as nuclear stability, radiation therapy, diagnostic imaging, solar cells, and nuclear power.

§112.44. Integrated Physics and Chemistry (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 9 and 10.
- (b) Introduction.
- (1) Integrated Physics and Chemistry. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use engineering practices, use scientific practices during investigation, and make informed decisions using critical thinking and

scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

- (2) Nature of science. According to the National Science Teaching Association, the "nature of science is a critical component of scientific literacy that enhances students' understandings of science concepts and enables them to make informed decisions about scientifically-based personal and societal issues." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.
 - (3) Scientific hypotheses and theories. Students are expected to know that:
 - (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and
 - (B) 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.
 - (4) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.
 - (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.
 - (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.
 - (5) Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Social justice applies the concept of social responsibility to determine if something is ethical. Students should be able to distinguish between scientific decision-making methods (scientific and engineering practices) and the use of ethics and social justice to make decisions that involve the application of scientific information and engineering design.
 - (6) Scientific cross-cutting concepts. Science is a series of cross-cutting concepts such as systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and serve as tools for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.
 - (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

- (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
 - (B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;
 - (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
 - (D) use appropriate tools such as data-collecting probes, software applications, the internet, standard laboratory glassware, metric rulers, meter sticks, spring scales, multimeters, Gauss meters, wires, batteries, light bulbs, switches, magnets, electronic balances, mass sets, Celsius thermometers, hot plates, an adequate supply of consumable chemicals, lab notebooks or journals, timing devices, models, and diagrams;
 - (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
 - (F) organize quantitative and qualitative data using labeled drawings and diagrams, graphic organizers, charts, tables, and graphs;
 - (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
 - (H) distinguish between scientific hypotheses, theories, and laws.
- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
- (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
- (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:
- (A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
 - (B) relate the impact of past and current research on scientific thought and society, including research methodology, ethics, and contributions of diverse scientists as related to the content; and

- (C) research and explore connections between grade-level appropriate science concepts and science, technology, engineering, and mathematics (STEM) careers.
- (5) Science concepts. The student knows the relationship between force and motion in everyday life. The student is expected to:
- (A) investigate, analyze, and model motion in terms of position, velocity, acceleration, and time using tables, graphs, and mathematical relationships;
 - (B) analyze data to explain the relationship between mass and acceleration in terms of the net force on an object in one dimension using force diagrams, tables, and graphs;
 - (C) apply the concepts of momentum and impulse to design, evaluate, and refine a device to minimize the net force on objects during collisions such as those that occur during vehicular accidents, sports activities, or the dropping of personal electronic devices; and
 - (D) construct and communicate an explanation based on evidence for how changes in mass, charge, and distance affect the strength of gravitational and electrical forces between two objects.
- (6) Science concepts. The student knows the impact of energy transfer and energy conservation in everyday life. The student is expected to:
- (A) design and construct series and parallel circuits that model real-world circuits such as in-home wiring, automobile wiring, and simple electrical devices to evaluate the transfer of electrical energy;
 - (B) design, evaluate, and refine a device that generates electrical energy through the interaction of electric charges and magnetic fields such as a generator, windmill, or other mechanically powered device;
 - (C) plan and conduct an investigation to provide evidence that energy is conserved within a closed system;
 - (D) plan and conduct an investigation to evaluate the transfer of energy or information through different materials by different types of waves such as wireless signals, ultraviolet radiation, and microwaves;
 - (E) construct and communicate an evidence-based explanation for how wave interference, reflection, and refraction are used in technology such as medicine, communication, and scientific research; and
 - (F) evaluate evidence from multiple sources to critique the advantages and disadvantages of various renewable and nonrenewable energy sources and their impact on society and the environment.
- (7) Science concepts. The student knows that relationships exist between the structure and properties of matter. The student is expected to:
- (A) relate an element's atomic structure to its bonding, reactivity, and placement on the Periodic Table;
 - (B) use patterns within the Periodic Table to predict the relative physical and chemical properties of elements;
 - (C) explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels; and
 - (D) plan and conduct an investigation to provide evidence that the rate of reaction or dissolving is affected by multiple factors such as particle size, stirring, temperature, and concentration.
- (8) Science concepts. The student knows that changes in matter affect everyday life. The student is expected to:

- (A) investigate how changes in properties are indicative of chemical reactions such as hydrochloric acid with a metal, oxidation of metal, combustion, and neutralizing an acid with an antacid;
- (B) develop and use models to balance chemical equations and support the claim that atoms, and therefore mass, are conserved during a chemical reaction;
- (C) research and communicate the uses, advantages, and disadvantages of nuclear reactions in current technologies; and
- (D) construct and communicate an evidence-based explanation of the environmental impact of the end-products of chemical reactions such as those that may result in degradation of water, soil, and air quality.

§112.45. Physics (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. Recommended prerequisite or corequisite: Algebra I. This course is recommended for students in Grades 9-12.
- (b) Introduction.
 - (1) Physics. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. In Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion, changes within physical systems and conservation of energy and momentum, forces, characteristics and behavior of waves, and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation.
 - (2) Nature of science. According to the National Science Teaching Association, the "nature of science is a critical component of scientific literacy that enhances students' understandings of science concepts and enables them to make informed decisions about scientifically-based personal and societal issues." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.
 - (3) Scientific hypotheses and theories. Students are expected to know that:
 - (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and
 - (B) 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.
 - (4) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.
 - (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

- (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.
- (5) Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Social justice applies the concept of social responsibility to determine if something is ethical. Students should be able to distinguish between scientific decision-making methods (scientific and engineering practices) and the use of ethics and social justice to make decisions that involve the application of scientific information and engineering design.
- (6) Scientific cross-cutting concepts. Science is a series of cross-cutting concepts such as systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and serve as tools for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:
- (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
- (B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations, and use engineering practices to design solutions to problems;
- (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
- (D) use appropriate tools such as balances, ballistic carts or equivalent, batteries, computers, constant velocity cars, convex lenses, copper wire, discharge tubes with power supply (H, He, Ne, Ar), data acquisition probes and software, dynamics and force demonstration equipment, electrostatic generators, electrostatic kits, friction blocks, graph paper, graphing technology, hand-held visual spectrometers, inclined planes, iron filings, lab masses, laser pointers, magnets, magnetic compasses, metric rulers, motion detectors, multimeters (current, voltage, resistance), optics bench, optics kit, photogates, plane mirrors, prisms, protractors, pulleys, resistors, rope or string, scientific calculators, stopwatches, springs, spring scales, switches, tuning forks, wave generators, or other equipment and materials that will produce the same results;
- (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
- (F) organize quantitative and qualitative data using bar charts, line graphs, scatter plots, data tables, labeled diagrams, and conceptual mathematical relationships;
- (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
- (H) distinguish among scientific hypotheses, theories, and laws.
- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

- (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
- (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:
- (A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
 - (B) relate the impact of past and current research on scientific thought and society, including research methodology, ethics, and contributions of diverse scientists as related to the content; and
 - (C) research and explore connections between grade-level appropriate science concepts and science, technology, engineering, and mathematics (STEM) careers.
- (5) Science concepts. The student knows and applies the laws governing motion in a variety of situations. The student is expected to:
- (A) analyze different types of motion by generating and interpreting position versus time, velocity versus time, and acceleration versus time using hand graphing and real-time technology such as motion detectors, photogates, or digital applications;
 - (B) define scalar and vector quantities related to one- and two-dimensional motion and combine vectors using both graphical vector addition and the Pythagorean theorem;
 - (C) describe and analyze motion in one dimension using equations with the concepts of distance, displacement, speed velocity, frames of reference, and acceleration;
 - (D) describe and analyze accelerated motion in two dimensions of horizontally launched projectiles using equations;
 - (E) explain and apply the concepts of equilibrium and inertia as represented by Newton's first law of motion using relevant real-world examples such as rockets, satellites, and automobile safety devices;
 - (F) calculate the effect of forces on objects, including tension, friction, normal, gravity, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton's second law of motion;
 - (G) illustrate and analyze the simultaneous forces between two objects as represented in Newton's third law of motion using free body diagrams and in an experimental design scenario; and

- (H) describe and calculate, using scientific notation, how the magnitude of force between two objects depends on their masses and the distance between their centers, and predict the effects on objects in linear and orbiting systems using Newton's law of universal gravitation.
- (6) Science concepts. The student knows the nature of forces in the physical world. The student is expected to:
- (A) use scientific notation and predict how the magnitude of the electric force between two objects depends on their charges and the distance between their centers using Coulomb's law;
 - (B) identify and describe examples of electric and magnetic forces and fields in everyday life such as generators, motors, and transformers;
 - (C) investigate and describe conservation of charge during the processes of induction, conduction, and polarization using different materials such as electroscopes, balloons, rods, fur, silk, and Van der Graaf generators;
 - (D) analyze, design, and construct series and parallel circuits using schematics and materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters; and
 - (E) calculate current through, potential difference across, resistance of, and power used by electric circuit elements connected in both series and parallel circuits using Ohm's law.
- (7) 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:
- (A) calculate and explain work and power in one dimension and identify when work is and is not being done by or on a system;
 - (B) investigate and calculate mechanical, kinetic, and potential energy of a system;
 - (C) apply the concept of conservation of energy using the work-energy theorem, energy diagrams, and energy transformation equations;
 - (D) calculate and describe the impulse and momentum of physical systems using examples such as automobile safety features, athletics, and rockets; and
 - (E) analyze the conservation of momentum qualitatively in inelastic and elastic collisions in one dimension using models, diagrams, and simulations.
- (8) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:
- (A) examine and describe simple harmonic motion, standing waves, and wave energy propagation in various types of media using examples such as springs, pendulums, ropes, and surface waves on a body of water;
 - (B) investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationships between wave speed, frequency, energy, and wavelength;
 - (C) compare the different applications of the electromagnetic spectrum;
 - (D) investigate the emission spectra produced by various atoms and explain the relationship to the electromagnetic spectrum;
 - (E) compare the characteristics of transverse and longitudinal waves, including electromagnetic and sound waves;
 - (F) investigate behaviors of waves, including reflection, refraction, diffraction, interference, resonance, and the Doppler effect;

- (G) describe and predict image formation as a consequence of reflection from a plane mirror and refraction through a thin convex lens; and
- (H) describe the photoelectric effect and the dual nature of light.