

SCIENCE STANDARDS

- Standard I.** The science teacher manages classroom, field, and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.
- Standard II.** The science teacher understands the correct use of tools, materials, equipment, and technologies.
- Standard III.** The science teacher understands the process of scientific inquiry and its role in science instruction.
- Standard IV.** The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.
- Standard V.** The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.
- Standard VI.** The science teacher understands the history and nature of science.
- Standard VII.** The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.
- Standard VIII.** The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.
- Standard IX.** The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.
- Standard X.** The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and space science.
- Standard XI.** The science teacher knows unifying concepts and processes that are common to all sciences.

Standard I. The science teacher manages classroom, field, and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–4</i></p>	<p><i>Teachers of Students in Grades EC–4</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>1.1k safety regulations and guidelines for science facilities;</p>	<p>1.1s employ safe practices in designing, planning, and implementing all instructional activities (e.g., laboratory, field, demonstrations);</p>
<p>1.2k safety regulations and guidelines for science instruction;</p>	<p>1.2s determine sufficient space and classroom arrangement for carrying out laboratory activities;</p>
<p>1.3k procedures for the appropriate storage, handling, use, disposal, care, and maintenance of chemicals, materials, specimens, and equipment;</p>	<p>1.3s provide students with continuous instruction and training in safe techniques and procedures for all laboratory and field activities, student demonstrations, and independent projects;</p>
<p>1.4k sources of information about laboratory safety;</p>	<p>1.4s read and interpret safety information about chemicals on a Materials Safety Data Sheet (MSDS) and on other chemical labels, including household products;</p>
<p>1.5k procedures for the safe handling and ethical care and treatment of organisms and specimens;</p>	<p>1.5s check equipment for safety (e.g., cracks in glassware, proper grounding of electrical equipment) prior to use;</p>
<p>1.6k procedures for responding to an accident in the laboratory, including first aid;</p>	<p>1.6s create, implement, and enforce rules and safety procedures to promote and maintain a safe learning environment during laboratory and field activities;</p>
<p>1.7k legal issues associated with accidents and injuries that occur in the classroom, field, or laboratory;</p>	<p>1.7s implement regular procedures to inventory and maintain appropriate safety equipment; and</p>
<p>1.8k potential safety hazards in the field (e.g., insect bites, poisonous plants); and</p>	<p>1.8s optimize quick and safe access to all safety equipment (e.g., eyewash station, sink, safety shower, fire blanket, and extinguisher).</p>
<p>1.9k the importance of providing laboratory space and equipment for all students, including those with special needs.</p>	

Standard II. The science teacher understands the correct use of tools, materials, equipment, and technologies.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 2.1k procedures for the storing, securing, and routine maintenance of scientific equipment used in instructional activities;
- 2.2k correct and safe operating procedures for scientific equipment used in instructional activities;
- 2.3k concepts of precision, accuracy, and error with regard to reading and recording numerical data from a scientific instrument;
- 2.4k the international system of measurement (i.e., metric system);
- 2.5k the use of grade-appropriate equipment and technology for gathering, analyzing, and reporting data; and
- 2.6k the use of technology to acquire, assess, analyze, interpret, and communicate information.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 2.1s select and use appropriate tools, technology, materials, and equipment needed for instructional activities;
- 2.2s instruct and monitor students' use of materials, tools, and instruments;
- 2.3s make science resources accessible to all students;
- 2.4s recycle, reuse, and conserve laboratory resources as appropriate;
- 2.5s use the appropriate number of significant figures to record and report numerical data;
- 2.6s perform unit conversions within the international system of measurement (i.e., metric system);
- 2.7s perform conversions within and across measurement systems;
- 2.8s use techniques to calibrate measuring devices as appropriate;
- 2.9s organize, display, and communicate data in a variety of ways (e.g., charts, tables, graphs, diagrams, written reports, oral presentations);
- 2.10s gather, organize, display, and communicate data using appropriate technology (e.g., Internet, graphing calculators, spreadsheets); and
- 2.11s evaluate the validity of data and data sources.

Standard III. The science teacher understands the process of scientific inquiry and its role in science instruction.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 3.1k how scientists use different types of investigation, depending on the questions they are trying to answer;
- 3.2k principles and procedures for designing and conducting an inquiry-based scientific investigation;
- 3.3k the characteristics of various types of scientific investigations (e.g., descriptive studies, controlled experiments, comparative data analysis);
- 3.4k how current knowledge and theories guide scientific investigations;
- 3.5k the use of technology in scientific research; and
- 3.6k appropriate methods of statistical analysis and measures (e.g., mean, median, mode, correlation).

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 3.1s design and conduct inquiry-based scientific investigations, including nonexperimental and experimental designs;
- 3.2s plan and implement instruction that provides opportunities for all students to engage in scientific inquiry by using various appropriate combinations of the following processes:
 - ask a scientific question;
 - formulate a testable hypothesis;
 - select appropriate equipment and technology for gathering information related to the hypothesis;
 - make observations and collect data taking accurate and precise measurements;
 - organize, analyze, and evaluate data to find data trends and patterns and make inferences; and
 - communicate and defend a valid conclusion about the hypothesis under investigation;
- 3.3s link inquiry investigations to students’ prior knowledge and experience;
- 3.4s focus inquiry-based instruction on questions and issues that are relevant to students;
- 3.5s use strategies to assist students in identifying, refining, and focusing scientific ideas and questions guiding an inquiry activity;
- 3.6s guide students in making systematic observations and measurements;
- 3.7s use a variety of tools and techniques to access, gather, store, retrieve, organize, and analyze data;

Standard III. The science teacher understands the process of scientific inquiry and its role in science instruction.

Application: What Teachers Can Do

Teachers of Students in Grades EC-4 (continued)

- 3.8s provide opportunities for students to use higher-order thinking skills, logical reasoning, and scientific problem solving to reach conclusions based on evidence;
- 3.9s develop, analyze, and evaluate different explanations for a given scientific result;
- 3.10s identify potential sources of error in a given inquiry-based investigation; and
- 3.11s develop criteria for assessing student participation in and understanding of the inquiry process.

Standard IV. The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 4.1k theories about how students develop scientific understanding;
- 4.2k how the developmental characteristics of students influence science learning;
- 4.3k the statewide curriculum as defined in the Texas Essential Knowledge and Skills (TEKS);
- 4.4k methods of planning and implementing an inquiry-based science program;
- 4.5k how students’ prior knowledge and attitudes about science may affect their learning;
- 4.6k common student misconceptions in science and effective ways to address these misconceptions;
- 4.7k how to establish a collaborative scientific community among students that supports actively engaged learning;
- 4.8k the importance of planning activities that are inclusive and accommodate the needs of all students;
- 4.9k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
- 4.10k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;
- 4.11k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;
- 4.12k the design and management of learning environments that provide the time, space, and resources needed for learning science;

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 4.1s use lab and field investigations to enable students to develop an understanding of science;
- 4.2s sequence learning activities in a way that allows students to build upon their prior knowledge and challenges them to expand their understanding of science;
- 4.3s model active learning and inquiry processes for students;
- 4.4s encourage students’ self-motivation in their own learning;
- 4.5s display and model scientific attributes, such as curiosity, openness to new ideas, and skepticism;
- 4.6s design and adapt curricula and select content to meet the interests, knowledge, understanding, abilities, experiences, and needs of students;
- 4.7s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;
- 4.8s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
- 4.9s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;
- 4.10s use questioning strategies to move students from concrete to more abstract understanding;
- 4.11s respect student diversity and encourage all students to participate fully in science learning;

Standard IV. The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades EC–4 (continued)</i>	<i>Teachers of Students in Grades EC–4 (continued)</i>
4.13k the importance of ongoing assessment of student learning and one’s own teaching practice in the science classroom; and	4.12s manage time to provide adequate opportunity for all students to participate in investigations;
4.14k the teacher’s role in the ongoing evaluation and development of science in the total school program.	4.13s create an environment to focus and support student inquiries; 4.14s use individual, small-group, and whole-class strategies to support student learning; 4.15s foster collaboration among students; and 4.16s implement science activities to incorporate schoolwide objectives.

Standard V. The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 5.1k the relationships among curriculum, assessment, and instruction;
- 5.2k characteristics of various assessments, such as reliability, validity, and the absence of bias;
- 5.3k the purposes, characteristics, and uses of various types of assessments in science, including formative and summative assessments;
- 5.4k the importance of carefully selecting or designing formative and summative assessments for the specific decisions they are intended to inform;
- 5.5k the importance of monitoring and assessing students’ science understanding and skills on a regular, ongoing basis;
- 5.6k ways in which assessment results inform instructional practice;
- 5.7k strategies for assessing students’ prior knowledge and misconceptions about science;
- 5.8k questioning strategies designed to elicit higher-level thinking;
- 5.9k the importance of sharing evaluation criteria with students;
- 5.10k the role of assessments as learning experiences; and
- 5.11k strategies for engaging students in meaningful self-assessment.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 5.1s use formal and informal assessments of science performance and products (e.g., rubrics, portfolios, student profiles, checklists) to evaluate student participation in and understanding of the inquiry process;
- 5.2s select or design a variety of appropriate assessment instruments and/or methods (e.g., formal/informal, formative/summative) to monitor student understanding and progress;
- 5.3s design assessments that match each learning objective;
- 5.4s base decisions regarding instructional content, methods, and practice on information about students’ strengths and needs gathered through assessment;
- 5.5s select assessment instruments and methods that provide students with adequate opportunities to demonstrate their achievements;
- 5.6s evaluate assessment materials and procedures for reliability, validity, absence of bias, and clarity of language;
- 5.7s encourage use of self-assessment strategies in science;
- 5.8s use a variety of strategies (e.g., pre-testing, reviewing student journals, monitoring discussions, asking questions) to gain insight about students’ prior knowledge and misconceptions about science;
- 5.9s state evaluation criteria clearly so that students can understand and derive meaning from them; and
- 5.10s evaluate the quality of data obtained from an assessment and determine what decisions can appropriately be made based on the data.

Standard VI. The science teacher understands the history and nature of science.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 6.1k the limitations of the scope of science and the use and limitations of physical, mathematical, and conceptual models to describe and analyze scientific ideas about the natural world;
- 6.2k that science is a human endeavor influenced by societal, cultural, and personal views of the world;
- 6.3k that scientific ideas and explanations must be consistent with observational and experimental evidence;
- 6.4k how logical reasoning is used in the process of developing, evaluating, and validating scientific hypotheses and theories;
- 6.5k the roles that publishing and peer review play in developing and validating scientific knowledge;
- 6.6k principles of scientific ethics in reporting data and in experimenting with living organisms, including human subjects;
- 6.7k that scientific theories have predictive power;
- 6.8k that scientific theories are constantly being modified to conform more closely to new observational and experimental evidence about the natural world;
- 6.9k the historical development of science and the contributions that diverse cultures and individuals of both genders have made to scientific knowledge; and
- 6.10k the relationship between science and technology.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 6.1s provide students with opportunities to examine the types of questions that science can and cannot answer;
- 6.2s design and conduct scientific investigations to answer questions;
- 6.3s analyze, review, and critique the strengths and weaknesses of scientific explanations, hypotheses, and theories using scientific evidence and information;
- 6.4s analyze ways in which personal or societal bias can affect the direction, support, and use of scientific research;
- 6.5s use key events and knowledge of individuals from throughout the history of science to illustrate scientific concepts;
- 6.6s design instruction that accounts for the contributions to science of individuals from a variety of cultures; and
- 6.7s use examples from the history of science to demonstrate the changing nature of scientific theories and knowledge.

Standard VII. The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 7.1k that human decisions about the use of science and technology are based on factors such as ethical standards, economics, and societal and personal needs;
- 7.2k scientific concepts and principles relating to personal and societal health, including the physiological and psychological effects and risks associated with the use of substances and substance abuse;
- 7.3k concepts related to changes in populations and to characteristics of human population growth;
- 7.4k types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources;
- 7.5k the properties of natural ecosystems and how natural and human processes can influence changes in environments;
- 7.6k the principles of risk and benefit analysis and how it is used in the process of personal and societal decision making; and
- 7.7k the role science can play in helping resolve personal, societal, and global challenges.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 7.1s use situations from students' daily lives to develop instructional materials that investigate how science can be used to make informed decisions;
- 7.2s apply scientific principles and processes to analyze factors that influence personal choices concerning fitness and health;
- 7.3s analyze factors that affect the severity of disease and methods for preventing, controlling, or curing diseases and ailments;
- 7.4s analyze how factors such as population growth, resource use, population distribution, overconsumption, technological capacity, poverty, and societal views can influence changes in environments;
- 7.5s apply scientific principles and the theory of probability to analyze the advantages, disadvantages, or alternatives to a given decision or course of action; and
- 7.6s demonstrate how science can be used to help make informed decisions about societal and global issues.

Standard VIII. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

Physical Science

The beginning teacher knows and understands:

- 8.1k properties of objects and materials;
- 8.2k concepts of force and motion;
- 8.3k concepts of heat, light, electricity, and magnetism; and
- 8.4k conservation of energy and energy transformations.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

Physical Science

The beginning teacher is able to:

- 8.1s select appropriate techniques, procedures, and tools to observe and record properties of materials (e.g., size, shape, temperature, magnetism, hardness, mass, conduction, density);
- 8.2s analyze changes in the position and motion of an object subject to an unbalanced force;
- 8.3s apply properties of fundamental forces (e.g., push or pull, friction, gravity, electric force, magnetic force) to analyze common objects (e.g., toys, playground equipment), experiences, and situations;
- 8.4s describe and analyze changes in the states of matter caused by the addition or removal of heat energy; and
- 8.5s describe the properties of various forms of energy (e.g., mechanical, sound, heat, light) and analyze how energy is transformed from one form to another in a variety of everyday situations.

Standard IX. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

Life Science

The beginning teacher knows and understands:

- 9.1k that living systems have different structures to perform different functions;
- 9.2k that organisms have basic needs;
- 9.3k that organisms respond to internal or external stimuli;
- 9.4k the relationship between organisms and the environment;
- 9.5k the life cycles of organisms; and
- 9.6k how populations or species evolve through time.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

Life Science

The beginning teacher is able to:

- 9.1s describe stages in the life cycle of common plants and animals;
- 9.2s identify characteristics of plants and animals;
- 9.3s identify adaptive characteristics and explain how adaptations influence the survival of populations or species;
- 9.4s describe the processes by which plants and animals reproduce and explain how hereditary information is passed from one generation to the next;
- 9.5s analyze the role of internal and external stimuli in the behavior of organisms;
- 9.6s compare and contrast inherited traits and learned characteristics;
- 9.7s describe ways living organisms depend on each other and their environment for basic needs;
- 9.8s analyze the characteristics of habitats within an ecosystem; and
- 9.9s identify organisms, populations, or species with similar needs and analyze how they compete with one another for resources.

Standard X. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and space science.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

Earth and Space Science

The beginning teacher knows and understands:

- 10.1k properties of Earth materials;
- 10.2k changes in Earth systems; and
- 10.3k characteristics of the Sun, moon, and stars.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

Earth and Space Science

The beginning teacher is able to:

- 10.1s describe properties and uses of rocks, soils, water, atmospheric gases, and other Earth materials;
- 10.2s describe characteristics of weather, tools for making weather measurements, and changes in weather;
- 10.3s describe forces and processes that change the surface of Earth (e.g., glaciers, earthquakes, weathering);
- 10.4s identify objects in the sky and describe their characteristics (e.g., Sun as Earth’s major energy source, position of the planets in relation to the Sun); and
- 10.5s describe the basic characteristics of the Sun and other stars; analyze the consequence of the moon’s orbit around Earth (e.g., phases of the moon) and Earth’s orientation and movement around the Sun (e.g., day and night, the seasons).

Standard XI. The science teacher knows unifying concepts and processes that are common to all sciences.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 11.1k how systems and subsystems can be used as a conceptual framework to organize and unify the common themes of science and technology;
- 11.2k how patterns in observations and data which explain natural phenomena allow predictions to be made;
- 11.3k how the concepts and processes listed below provide a unifying framework across the science disciplines:
- systems, order, and organization;
 - evidence, models, and explanation;
 - change, constancy, and measurements;
 - evolution and equilibrium; and
 - form and function;
- 11.4k properties and patterns of systems can be described in terms of space, time, energy, and matter;
- 11.5k how change and constancy occur in systems;
- 11.6k the complementary nature of form and function in a given system; and
- 11.7k how models are used to represent the natural world and how to evaluate the strengths and limitations of a variety of scientific models (e.g., physical, conceptual, mathematical).

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 11.1s apply the systems model to identify and analyze common themes that occur in physical science, life science, and Earth and space science;
- 11.2s analyze a system (e.g., a cell, the ocean, an ideal gas) in terms of cycles, structure, and processes;
- 11.3s analyze the general features of systems (e.g., input, process, output, feedback);
- 11.4s analyze the interactions that occur between the components of a given system or subsystem;
- 11.5s analyze the interactions and interrelationships between various systems and subsystems; and
- 11.6s use the systems model to analyze the concepts of constancy (e.g., conservation of mass, energy, and momentum) and change (e.g., evolution).