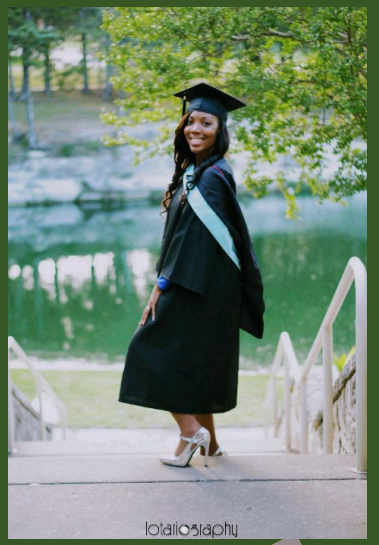
What's Coming to Science?

Mrs. Davenport

About Me!



I am a native of Dallas, Texas. She has served as a middle school science teacher, master teacher,curriculum leader, campus specialist and most currently a District Content Specialist. My educational background includes a Bachelor of Arts degree from The University of North Texas and a Masters Degree in Education from Walden University. My educational philosophy is that ALL students can learn regardless of background and socioeconomic status. I am excited about joining the LAN family as an academic content specialist and contributing my passion, knowledge and skills to enhance the LAN community.

I have been married to my husband, Brian since 2015.Outside of work I enjoy spending time with my family, friends and serving my church.

My favorite things!

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MR HIBACHI
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My family!

Introduce Yourself:

- Name
- How many years have you been with LAN?
- Something that you want to accomplish this year.

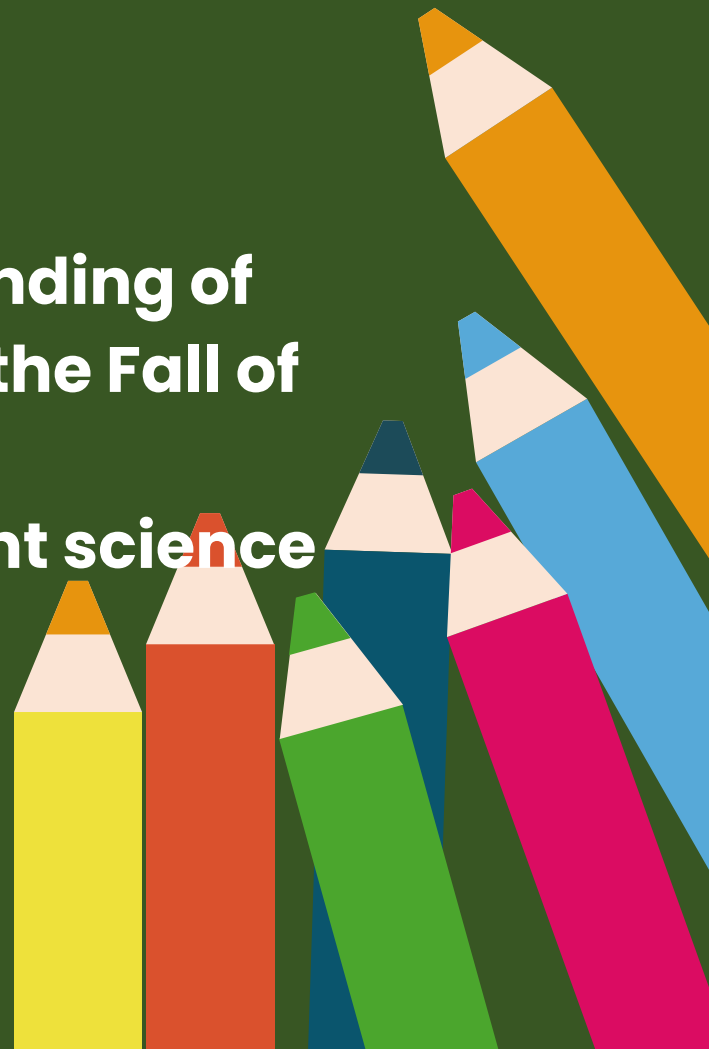
Icebreaker

Take a skittle.
Based on the color of your skittle answer the following questions.

Purple: Favorite color
Red: Favorite food
Yellow: Dream vacation
Orange: Fun Fact
Green: What did you do this summer?

Learning Objective:

- **Attendees will have a better and deeper understanding of the new science TEKS that will be implemented in the Fall of 2024.**
- **Attendees will be able to practice matching current science TEKS with the updated science TEKS.**

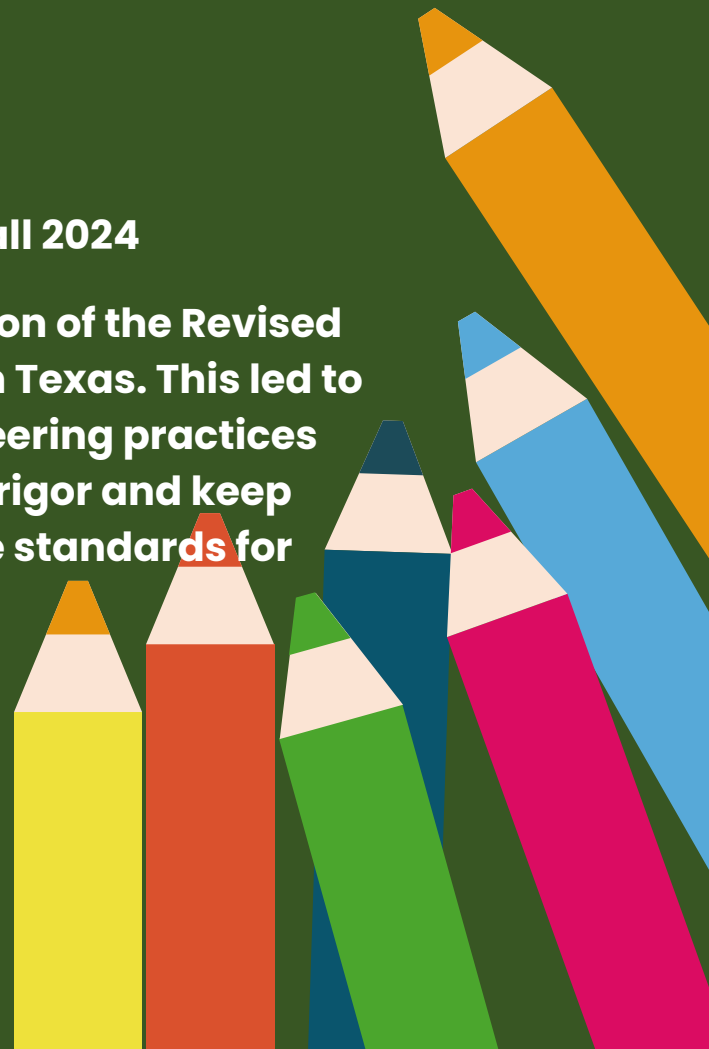


The New TEKS:

The Revised Science TEKS have been formally adopted and will be implemented in Fall 2024

A Framework for K–12 Science Education **was carefully considered during the adoption of the Revised Science TEKS, allowing for a three-dimensional approach to how we teach science in Texas. This led to the development of the recurring themes and concepts (RTCs), scientific and engineering practices (SEPs), and the content found in the updated TEKS. They were designed to maintain rigor and keep student expectations current with scientific thinking. The SBOE adopted new science standards for K-8 Science and the high school courses, including but not limited to:**

- **Biology**
- **Chemistry**
- **Integrated Physics and Chemistry**
- **Physics, Environmental Systems**
- **Anatomy and Physiology, and**
- **Forensic Science.**



The Biggest Challenges

- Three Dimensional Curriculum
- Vertical Alignment

The Biggest Challenges

The biggest shift with the future science TEKS is from two dimensional (2D) to three dimensional (3D) curriculum. The current science TEKS function in a 2D sense through process skills and content TEKS .The process skills focused on scientific practice (the "how" of being a scientist), while the content TEKS focused on the content (the "what"). The future TEKS will replace the process skills with Science and Engineering Practices (SEPs) and Recurring Themes and Concepts (RTCs). The three dimensions of the future science TEKS include:

- **Science and Engineering Practices (SEPs): These are the practices that scientists use to ask and answer questions, and the practices that engineers use to define problems and design solutions. Examples include communicating information and designing solutions. (The new teaching method is centered around a phenomenon and students have to investigate and ask questions centered around the phenomenon) Phenomenon:a fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question.**

- **Recurring Themes and Concepts (RTCs): These are big-picture concepts that span the entire field of science, not just one grade level. They are evident across grades K-12 and are relevant to all students, not just students who will major in science in college. In general, if a student who comes through the K-12 school system is able to navigate these concepts, they can truly grasp the core of what science is and how we can use it to impact the world.**

- Content TEKS: This is the content itself (the what). Nothing has changed in this regard.

Vertical Alignment

- Vertical alignment was emphasized during the development process. In order to begin with the end in mind, the SBOE work group for high school developed their courses first in order to define what students ultimately need to take from the K-12 science curriculum. From there, the middle school and elementary courses were developed to build students up to that. Based on this format, you will find various spaces throughout K-12 where the content was either moved, added, or removed from the curriculum.

Scientific and Engineering Practices

- Practices that scientists use to ask and answer questions,

Scientific and Engineering Practices

	Grade 6	Grade 7	Grade 8	Biology
Planning Investigations	**6.1.A** Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.	**7.1.A** Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.	**8.1.A** Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.	**B.1.A** Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.
	6.1.B Use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems.	**7.1.B** Use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems.	**8.1.B** Use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems.	**B.1.B** Apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems.
	6.1.C Use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards.	**7.1.C** Use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards.	**8.1.C** Use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards.	**B.1.C** Use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards.
Conducting Investigations	**6.1.D** Use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, hand lenses, and lab notebooks or journals.	**7.1.D** Use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, hand lenses, and lab notebooks or journals.	**8.1.D** Use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, hand lenses, and lab notebooks or journals.	**B.1.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.

Recurring Themes and Concepts

- <u>These are big-picture concepts that span the entire field of science, not just one grade level.</u>

	Grade 6	Grade 7	Grade 8	Biology
Resources	**6.4.C** Research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers.	**7.4.C** Research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers.	**8.4.C** Research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers.	**B.4.C** Research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in STEM in order to investigate science, technology, engineering, and mathematics (STEM) careers.
Recurring Themes and Concepts	**6.5.A** Identify and apply patterns to understand and connect scientific phenomena or to design solutions.	**7.5.A** Identify and apply patterns to understand and connect scientific phenomena or to design solutions.	**8.5.A** Identify and apply patterns to understand and connect scientific phenomena or to design solutions.	
	6.5.B Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.	**7.5.B** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.	**8.5.B** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.	
	6.5.C Analyze how differences in scale, proportion, or quantity affect a system's structure or performance.	**7.5.C** Analyze how differences in scale, proportion, or quantity affect a system's structure or performance.	**8.5.C** Analyze how differences in scale, proportion, or quantity affect a system's structure or performance.	
	6.5.D Examine and model the parts of a system and their interdependence in the function of the system.	**7.5.D** Examine and model the parts of a system and their interdependence in the function of the system.	**8.5.D** Examine and model the parts of a system and their interdependence in the function of the system.	
	6.5.E Analyze and explain how energy flows and matter cycles through systems and how energy and matter are conserved through a variety of systems.	**7.5.E** Analyze and explain how energy flows and matter cycles through systems and how energy and matter are conserved through a variety of systems.	**8.5.E** Analyze and explain how energy flows and matter cycles through systems and how energy and matter are conserved through a variety of systems.	
	6.5.F Analyze and explain the complementary relationship between the structure and function of objects, organisms, and systems.	**7.5.F** Analyze and explain the complementary relationship between the structure and function of objects, organisms, and systems.	**8.5.F** Analyze and explain the complementary relationship between the structure and function of objects, organisms, and systems.	
	6.5.G Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems.	**7.5.G** Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems.	**8.5.G** Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems.	

Combined K-12 Example

In Kindergarten, students learn to "identify, describe, and predict the **patterns** of day and night and their observable characteristics" (K.9.A) Their teacher regularly uses the words **pattern** and **changes** during students' investigations to help students internalize these big concepts. In 1st Grade, students "describe and predict the **patterns** of seasons of the year such as order of occurrence and **changes** in nature" (1.9) and in 4th grade, students study "**patterns of change** in the observable appearance of the Moon from Earth" (4.9.B). This lays the foundation for scientific understanding all the way through high school. For example, in HS physics, students study the motion of various objects to look for **patterns** in graphs of position vs. time, velocity vs. time, and acceleration vs. time (Physics.5.A,C). They also look for **patterns** in the characteristics of waves, including velocity, frequency, amplitude, and wavelength (Physics.8.C) and how **changing** one characteristic alters the others. By using the Recurring Themes of **patterns** and **change** over multiple years and topics, students learn that these concepts can be used to understand and describe phenomena from a variety of scientific disciplines.

LET'S TAKE A LOOK.... Category 1

Current TEKS Matter and Energy

5A	Know that an element is a pure substance represented by a chemical symbol and that a compound is a pure substance represented by a chemical formula.
5B	Recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere.
5C	Identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change.
6A	Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability.
6B	Calculate density to identify an unknown substance.
6C	Test the physical properties of minerals, including hardness, color, luster, and streak.
7	Research and discuss the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources.

Modified and moved to 7.6A

(5)	*Matter and energy. The student knows the differences between elements and compounds. The student is expected to:*	*(6)*	*Matter and energy. The student knows that matter is made of atoms, can be classified according to its properties, and can undergo changes. The student is expected to:*
		6A	Compare solids, liquids, and gases in terms of their structure, shape, volume, and kinetic energy of atoms and molecules.
		6B	Investigate the physical properties of matter to distinguish between pure substances, homogeneous mixtures (solutions), and heterogeneous mixtures. (NEW)
5A	Know that an element is a pure substance represented by a chemical symbol and that a compound is a pure substance represented by a chemical formula. (Modified and moved to new 7.6A).		
5B	Recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere.		
5C	Identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change.	6E	Identify the formation of a new substance by using the evidence of a possible chemical change, including production of a gas, change in thermal energy, production of a precipitate, and color change.
(6)	*Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:*		
6A	Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability.	6C	Identify elements on the periodic table as metals, nonmetals, metalloids, and rare earth elements based on their physical properties and their importance to modern life.
6B	Calculate density to identify an unknown substance.	6D	Compare the density of substances relative to various fluids.
6C	Test the physical properties of minerals, including hardness, color, luster, and streak.		
(7)	*Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to*		
7	Research and discuss the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources.		

2024 TEKS Matter and its Properties

6A	Compare solids, liquids, and gases in terms of their structure, shape, volume, and kinetic energy of atoms and molecules.
6B	Investigate the physical properties of matter to distinguish between pure substances homogeneous mixtures (solutions), and heterogeneous mixtures.
6C	Identify elements on the periodic table as metals, nonmetals, metalloids, and rare earth elements based on their physical properties and their importance to modern life.
6D	Compare the density of substances relative to various fluids.
6E	Identify the formation of a new substance by using the evidence of a possible chemical change, including production of a gas, change in thermal energy, production of a precipitate, and color change.

New

Practice

- The blue strip represents the current TEKS
- The green strip represents the 2024 TEKS

With a partner, try to match the current TEKS with the new 2024 TEKS.

Let's Dive Deeper.....Category 2

Current TEKS Force and Motion

8A	Compare and contrast potential and kinetic energy.
8B	Identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces.
8C	Calculate average speed using distance and time measurements.
8D	Measure and graph changes in motion.
8E	Investigate how inclined planes can be used to change the amount of force to move an object.
9A	Investigate methods of thermal energy transfer, including conduction, convection, and radiation.
9B	Verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting.
9C	Demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy.

Modified and moved to (7.7A)

Modified and moved to (7.7C)

Modified and moved to (7.8A)

Modified and moved to (7.8B)

Modified and move to (5.8A)

2024 TEKS Force and Motion

7A	Identify and explain how forces act on objects, including gravity, friction, magnetism, applied forces, and normal forces, using real-world applications.
7B	Calculate the net force on an object in a horizontal or vertical direction using diagrams and determine if the forces are balanced or unbalanced.
7C	Identify simultaneous force pairs that are equal in magnitude and opposite in direction that result from the interactions between objects using Newton's Third Law of Motion.
8A	Compare and contrast gravitational, elastic, and chemical potential energies with kinetic energy.
8B	Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, or photosynthesis.
8C	Explain how energy is transferred through transverse and longitudinal waves.

New

Modified and moved from 8.6C

New

New

		7A	Identify and explain how forces act on objects, including gravity, friction, magnetism, applied forces, and normal forces, using real-world applications. (NEW)
8A	Compare and contrast potential and kinetic energy.	8A	Compare and contrast gravitational, elastic, and chemical potential energies with kinetic energy.
8B	Identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces.	7B	Calculate the net force on an object in a horizontal or vertical direction using diagrams and determine if the forces are balanced or unbalanced.
		7C	Identify simultaneous force pairs that are equal in magnitude and opposite in direction that result from the interactions between objects using Newton's Third Law of Motion. (Modified and moved from 8.6C)
8C	Calculate average speed using distance and time measurements. (modified and moved to 7.7A)		
8D	Measure and graph changes in motion. (Modified and moved to 7.7C)		
8E	Investigate how inclined planes can be used to change the amount of force to move an object.		
(9)	*Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:*	*(8)*	*Force, motion, and energy. The student knows that the total energy in systems is conserved through energy transfers and transformations. The student is expected to:*
9A	Investigate methods of thermal energy transfer, including conduction, convection, and radiation. (Modified and moved to 7.8A)		
9B	Verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting. (Modified and moved to 7.8B)		
9C	Demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy. (Modified and moved to 5.8A)		
		8B	Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, or photosynthesis. (NEW)
		8C	Explain how energy is transferred through transverse and longitudinal waves. (NEW)

Keep Diving……Category 3

Current TEKS Earth and Space

10A	Build a model to illustrate the compositional and mechanical layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere.
10B	Classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation.
10C	Identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American.
10D	Describe how plate tectonics causes major geological events such as ocean basin formation, earthquakes, volcanic eruptions, and mountain building.
11A	Describe the physical properties, locations, and movements of the Sun, planets, moons, meteors, asteroids, and comets.
11B	Understand that gravity is the force that governs the motion of our solar system.
11C	Describe the history and future of space exploration, including the types of equipment and transportation needed for space travel.

Modified and moved to 7.9A

Modified and moved to 7.9B

2024 TEKS Earth and Space

9A	Model and illustrate how the tilted Earth revolves around the Sun, causing changes in seasons.
9B	Describe and predict how the positions of the Earth, Sun, and Moon cause daily, spring, and neap cycles of ocean tides due to gravitational forces.
10A	Differentiate between the biosphere, hydrosphere, atmosphere, and geosphere and identify components of each system.
10B	Model and describe the layers of Earth, including the inner core, outer core, mantle, and crust.
10C	Describe how metamorphic, igneous, and sedimentary rocks form and change through geologic processes in the rock cycle.
11A	Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.
11B	Explain how conservation, increased efficiency, and technology can help manage air, water, soil, and energy resources.

Modified and moved from (8.7A)

Modified and moved (8.7C)

New

New

New

(10)	*Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:*	*(10)*	*Earth and space. The student understands the rock cycle and the structure of Earth. The student is expected to:*
		10A	Differentiate between the biosphere, hydrosphere, atmosphere, and geosphere and identify components of each system. (NEW)
10A	Build a model to illustrate the compositional and mechanical layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere.	10B	Model and describe the layers of Earth, including the inner core, outer core, mantle, and crust.
10B	Classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation.	10C	Describe how metamorphic, igneous, and sedimentary rocks form and change through geologic processes in the rock cycle.
10C	Identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American.		
10D	Describe how plate tectonics causes major geological events such as ocean basin formation, earthquakes, volcanic eruptions, and mountain building.		
		(11)	*Earth and space. The student understands how resources are managed. The student is expected to:*
		11A	Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution. (NEW)
		11B	Explain how conservation, increased efficiency, and technology can help manage air, water, soil, and energy resources. (NEW)
(11)	*Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:*	*(9)*	*Earth and space. The student models the cyclical movements of the Sun, Earth, and Moon and describes their effects. The student is expected to:*
		9A	Model and illustrate how the tilted Earth revolves around the Sun, causing changes in seasons. (Modified and moved from 8.7A)
		9B	Describe and predict how the positions of the Earth, Sun, and Moon cause daily, spring, and neap cycles of ocean tides due to gravitational forces. (Modified and moved from 8.7C)
11A	Describe the physical properties, locations, and movements of the Sun, planets, moons, meteors, asteroids, and comets. (Modified and moved to 7.9A)		
11B	Understand that gravity is the force that governs the motion of our solar system. (Modified and moved to 7.9B)		
11C	Describe the history and future of space exploration, including the types of equipment and transportation needed for space travel.		

Professional Divers.....Category 4

Current TEKS Organisms and Environments

12A	Understand that all organisms are composed of one or more cells.
12B	Recognize that the presence of a nucleus is a key factor used to determine whether a cell is prokaryotic or eukaryotic.
12C	Recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains.
12D	Identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized kingdoms.
12E	Describe biotic and abiotic parts of an ecosystem in which organisms interact.
12F	Diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem.

Greatly modified and moved to 7.14A

Some content moved to 7.14B

2024 TEKS Organisms and Environments

12A	Investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as availability of light and water, range of temperatures, or soil composition.
12B	Describe and give examples of predatory, competitive, and symbiotic relationships between organisms, including mutualism, parasitism, and commensalism.
12C	Describe the hierarchical organization of organism, population, and community within an ecosystem.
13A	Describe the historical development of cell theory and explain how organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function.
13B	Identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic.
13C	Describe how variations within a population can be an advantage or disadvantage to the survival of a population as environments change.

Moved from 8.11A

New

Moved from 7.12F and revised

Modified and moved from 8.11B

(12)	*Organisms and environments. The student knows all organisms are classified into domains and kingdoms. Organisms within these taxonomic groups share similar characteristics that allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:*	*(13)*	*Organisms and environments. The student knows that organisms have an organizational structure and variations can influence survival of populations. The student is expected to:*
12A	Understand that all organisms are composed of one or more cells.	13A	Describe the historical development of cell theory and explain how organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function. (Moved from 7.12F and revised)
12B	Recognize that the presence of a nucleus is a key factor used to determine whether a cell is prokaryotic or eukaryotic.		
12C	Recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains. (Greatly modified and moved to 7.14A)		
12D	Identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized kingdoms. (Some content moved to 7.14B)	13B	Identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic.
12E	Describe biotic and abiotic parts of an ecosystem in which organisms interact.	12A	Investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as availability of light and water, range of temperatures, or soil composition. (Moved from 8.11A)
12F	Diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem.	12C	Describe the hierarchical organization of organism, population, and community within an ecosystem.
		13C	Describe how variations within a population can be an advantage or disadvantage to the survival of a population as environments change. (Modified and moved from 8.11B)
		(12)	Organisms and environments. The student knows that interdependence occurs between living systems and the environment. The student is expected to:
		12B	Describe and give examples of predatory, competitive, and symbiotic relationships between organisms, including mutualism, parasitism, and commensalism. (NEW)

The Future.....

Don't let the future TEKS catch you by surprise!!

THANK

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