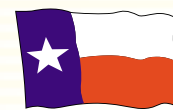


Correlation to Grade 6 Science TEKS and TAKS

Knowledge and Skills	Glencoe Texas Science Student Edition (by page)	TAKS Grade 10 and Grade 11 Exit Level Science
TEKS 6.1: <i>Scientific processes</i> The student conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:		
(A) demonstrate safe practices during field and laboratory investigations; and	19–20, 23, 31, 60, 74, 77, 88, 91, 92, 101, 109, 114, 120, 131, 139, 144, 149, 171, 187–189, 197, 208, 216, 217, 225, 229, 230, 232, 242, 243, 251, 253, 259, 264, 274–275, 283, 289, 305–307, 319, 326, 333, 342, 351, 357, 367, 396, 406–407, 415, 419, 424, 448, 452, 460–461, 479, 485, 536	TAKS Objective 1: The student will demonstrate an understanding of the nature of science.
(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.	148, 149–151, 152–153, 154–155, 158, 262–265, 266, 268, 274–275, 306, 307, 415, 485	
TEKS 6.2: <i>Scientific processes</i> The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:		
(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting and using equipment and technology;	6–7, 11, 13–16, 31, 32–33, 35, 44, 55, 60, 61, 63, 77, 90–92, 114, 138, 141, 143, 148, 152, 153, 158, 159, 187, 190, 191, 200, 203, 212, 219, 242, 243, 248, 273, 289, 306, 307, 333, 342, 343, 353, 368, 374, 375, 380, 381, 396, 400, 405, 406, 407, 417, 424, 427, 432, 433, 447, 448, 460, 461, 479, 484, 485	TAKS Objective 1: The student will demonstrate an understanding of the nature of science.
(B) collect data by observing and measuring;	5, 13, 14, 23, 30–33, 41, 44, 49, 52, 54, 55, 59, 61, 63, 66, 73, 77, 88, 91, 93, 99, 101, 109, 114, 120, 122, 123, 129, 131, 139, 144, 149, 165, 171, 180, 187–189, 205, 208, 211, 216, 217, 225, 229, 230, 232, 242, 243, 251, 253, 259, 264, 274, 275, 281, 283, 289, 301, 305–307, 319, 324, 343, 351, 355, 357, 367, 374–375, 380, 381, 387, 390, 396, 407, 415, 419, 424, 427, 433, 441, 448, 452, 458, 460, 461, 479, 482, 485, 486, 487, 536	
(C) analyze and interpret information to construct reasonable explanations from identify their limitations; <i>(continued)</i>	5, 8, 11, 14, 17, 23, 26, 30–33, 38, 39, 41, 44, 49, 52, 54, 55, 59, 61, 63, 66, 67, 73, 77, 82, 88, 91, 93, 101, 109, 114, 120, 122, 123, 129, 130, 131, 136, 139, 143, 144, 148, 149, 151–156, 158, 159, 165, 167, 171, 174, 180–183, 187–189, 194, 195, 200, 205, 208, 211, 216, 217, 219, 223, 229, 232, 242, 243, 251, 253,	



Knowledge and Skills	<i>Glencoe Texas Science Student Edition (by page)</i>	TAKS Grade 10 and Grade 11 Exit Level Science
TEKS 6.2 (<i>continued</i>)	258, 259, 261, 264, 265, 268, 273–275, 277, 280, 281, 301, 306, 307, 313, 319, 324, 343, 351, 355–357, 365, 374–377, 380, 381, 387, 390, 395, 396, 400, 412, 415, 419, 424, 427, 433, 439, 441, 448, 452, 458, 460, 461, 467, 479, 483, 485–487	TAKS Objective 1: The student will demonstrate an understanding of the nature of science.
(D) communicate valid conclusions; and	5, 8, 11, 17, 20, 26, 30, 32, 33, 38, 39, 41, 44, 49, 52, 54, 55, 59, 61, 63, 66, 67, 77, 82, 91, 93, 109, 113, 114, 120, 122, 123, 130, 131, 136, 138, 139, 143, 144, 149, 151–159, 165, 167, 171, 172, 174, 180–181, 186–191, 194, 195, 203, 205, 207, 208, 211, 215–217, 219, 222, 223, 230, 231, 232, 242, 243, 253, 257–259, 264, 268, 271, 273–275, 280, 281, 283, 289, 297, 301, 305–307, 319, 324, 343, 351, 352, 355–357, 359, 365, 368, 372–375, 380, 381, 387, 390, 395, 396, 407, 415, 419, 424, 427, 431, 433, 441, 448, 452, 458–461, 482, 483, 485–487	
(E) construct graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate data.	17, 22, 26, 31–33, 37, 59, 61, 65, 67, 83, 93, 97, 99, 114, 122, 123, 138, 143, 144, 149, 153, 157, 159, 171, 181, 186, 188, 189, 193, 195, 207, 215, 221–223, 247, 249, 259, 265, 279, 289, 306, 307, 311–313, 334, 341, 343, 347–349, 356, 360, 365, 373–375, 380, 381, 387, 396, 401, 405, 411, 413, 431, 433, 437, 465–467, 483, 485, 486, 487, 491, 536	
TEKS 6.3: <i>Scientific processes</i> The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:		
(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;	102–113, 115, 121, 126–129, 216, 217, 242, 243, 306, 307, 406, 485	TAKS Objective 1: The student will demonstrate an understanding of the nature of science.
(B) draw inferences based on data related to promotional materials for products and services;	30, 181	TAKS Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment.
(C) represent the natural world using models and identify their limitations (<i>continued</i>)	102, 103, 109, 121, 180, 187, 195, 197, 205, 208, 211, 216, 217, 222, 225, 242, 243, 249, 259, 264, 274, 275, 281, 283, 289, 301, 305–307, 351, 355, 357, 366, 367, 380, 381, 393, 413, 441, 458, 460, 461, 485, 487	

Correlation to Grade 6 Science TEKS and TAKS *continued*

Knowledge and Skills and Performance Descriptions	Glencoe Texas Science Student Edition (by page)	TAKS Grade 10 and Grade 11 Exit Level Science
TEKS 6.3 (continued) (D) evaluate the impact of research on scientific thought, society, and the environment; and	94, 95, 98, 263, 319, 322–325, 329–341, 341, 344–349, 397–401, 405–409, 412, 413, 474, 475, 488, 489	<p>TAKS Objective 1: The student will demonstrate an understanding of the nature of science.</p> <p>TAKS Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment.</p>
(E) connect Grade 6 science concepts with the history of science and contributions of scientists.	9, 23–26, 34, 35, 89, 94, 95, 125, 170, 329–341, 344–349, 363, 371–373, 377, 397–401, 404, 405, 408, 409, 412, 413, 474, 488, 489	
<p>TEKS 6.4: <i>Scientific processes</i> The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:</p>		
(A) collect, analyze, and record information using tools including beakers, petri dishes, meter sticks, graduated cylinders, weather instruments, timing devices, hot plates, test tubes, safety goggles, spring scales, magnets, balances, microscopes, telescopes, thermometers, calculators, field equipment, compasses, computers, and computer probes; and	12–15, 17–19, 21–24, 26–29, 52, 54, 55, 61, 88, 92, 93, 109, 114, 122, 123, 131, 139, 149, 165, 171, 180, 187–189, 208, 216, 217, 232, 242, 243, 251, 274, 275, 283, 289, 306, 307, 351, 357, 387, 390, 396, 406, 407, 415, 419, 424, 441, 448, 452, 460, 461	<p>TAKS Objective 1: The student will demonstrate an understanding of the nature of science.</p>
(B) identify patterns in collected information using percent, average, range, and frequency.	58, 59, 73, 107, 108, 114, 122–123, 131, 242–243, 253, 258, 281, 285, 304, 324, 351, 353, 427, 429, 433, 448, 450, 561, 564	
<p>TEKS 6.5: <i>Science concepts</i> The student knows that systems may combine with other systems to form a larger system. The student is expected to:</p>		
(A) identify and describe a system that results from the combination of two or more systems such as in the solar system; and	8–9, 10, 11–13, 70–71, 104, 230–231, 238, 253–254, 284–285, 290–297, 300–303, 326, 337, 358–365, 374–375, 388–395, 401, 445–447, 466–467	<p>TAKS Objective 2: The student will demonstrate an understanding of the organization of living systems.</p>
(B) describe how the properties of a system are different from the properties of its parts.	8–9, 10, 11–13, 70–71, 104, 230–231, 238, 253–254, 284–285, 290–297, 300–303, 326, 337, 358–365, 374–375, 388–395, 401, 445–447, 466–467	<p>TAKS Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment.</p>



Knowledge and Skills and Performance Descriptions	Glencoe Texas Science Student Edition (by page)	TAKS Grade 10 and Grade 11 Exit Level Science
TEKS 6.6: Science concepts The student knows that there is a relationship between force and motion. The student is expected to:		
(A) identify and describe the changes in position, direction of motion, and speed of an object when acted upon by force;	101–121, 105–109, 124–129, 236, 297, 310–313, 327–329, 346, 347, 524–527	TAKS Objective 5: The student will demonstrate an understanding of motion, forces, and energy.
(B) demonstrate that changes in motion can be measured and graphically represented; and	105, 107–109, 114, 117, 122, 123, 127, 128, 129, 524–527	
(C) identify forces that shape features of the Earth including uplifting, movement of water, and volcanic activity.	172, 175–179, 182, 183, 186, 192, 193, 196, 198–218, 220–231, 233–243, 246–249, 268–273, 276–281	
TEKS 6.7: Science concepts The student knows that substances have physical and chemical properties. The student is expected to:		
(A) demonstrate that new substances can be made when two or more substances are chemically combined and compare the properties of the new substances to the original substances; and	84–99, 166, 167, 173, 175, 179, 180–184, 186, 192, 193, 228, 229, 231, 244–249	TAKS Objective 4: The student will demonstrate an understanding of the structures and properties of matter.
(B) classify substances by their physical and chemical properties.	74–81, 83–91, 96–99, 165–187, 192, 193, 232	
TEKS 6.8: Science concepts The student knows that complex interactions occur between matter and energy. The student is expected to:		
(A) define matter and energy;	10, 75, 132–139, 141, 145, 156–159, 454	TAKS Objective 2: The student will demonstrate an understanding of the organization of living systems. TAKS Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment. TAKS Objective 4: The student will demonstrate an understanding of the structures and properties of matter.
(B) explain and illustrate the interactions between matter and energy in the water cycle and in the decay of biomass such as in a compost bin; and	154, 159, 310–313, 454, 458, 459, 464–467	
(C) describe energy flow in living systems including food chains and food webs.	440, 442–459, 464–467	

Correlation to Grade 6 Science TEKS and TAKS *continued*

Knowledge and Skills and Performance Descriptions	Glencoe Texas Science Student Edition (by page)	TAKS Grade 10 and Grade 11 Exit Level Science
<p>TEKS 6.9: <i>Science concepts</i> The student knows that obtaining, transforming, and distributing energy affects the environment. The student is expected to:</p>		
(A) identify energy transformations occurring during the production of energy for human use such as electrical energy to heat energy or heat energy to electrical energy;	139–159	<p>TAKS Objective 5: The student will demonstrate an understanding of motion, forces, and energy.</p>
(B) compare methods used for transforming energy in devices such as water heaters, cooling systems, or hydroelectric and wind power plants; and	135, 141–143, 147, 149–159	
(C) research and describe energy types from their source to their use and determine if the type is renewable, non-renewable, or inexhaustible.	146–150, 152, 153, 156–159	
<p>TEKS 6.10: <i>Science concepts</i> The student knows the relationship between structure and function in living systems. The student is expected to:</p>		
(A) differentiate between structure and function;	388–395, 410–413, 417, 436	<p>TAKS Objective 2: The student will demonstrate an understanding of the organization of living systems.</p> <p>TAKS Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment.</p>
(B) determine that all organisms are composed of cells that carry on functions to sustain life; and	386–397, 401–405, 408–413, 420, 421, 436–439, 445, 451	
(C) identify how structure complements function at different levels of organization including organs, organ systems, organisms, and populations.	388–396, 403–405, 408–413, 440, 442–448, 451–457, 459–467, 536–539	
<p>TEKS 6.11: <i>Science concepts</i> The student knows that traits of species can change through generations and that the instructions for traits are contained in the genetic material of the organisms. The student is expected to:</p>		
(A) identify some changes in traits that can occur over several generations through natural occurrence and selective breeding;	425–433, 436–439, 470, 471, 477	<p>TAKS Objective 2: The student will demonstrate an understanding of the organization of living systems.</p> <p>TAKS Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment.</p>
(B) identify cells as structures containing genetic material; and	390, 403, 416–422, 424, 425–433, 436–439, 511–512	
(C) interpret the role of genes in inheritance.	416–423, 425–431, 432–433, 434–435	

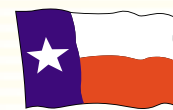


Knowledge and Skills and Performance Descriptions	Glencoe Texas Science Student Edition (by page)	TAKS Grade 10 and Grade 11 Exit Level Science
TEKS 6.12: Science concepts The student knows that the responses of organisms are caused by internal or external stimuli. The student is expected to:		
(A) identify responses in organisms to internal stimuli such as hunger or thirst;	404, 405, 410–413, 440, 443, 444, 448, 460, 461, 464–467, 474, 482–487, 491	TAKS Objective 2: The student will demonstrate an understanding of the organization of living systems. TAKS Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment.
(B) identify responses in organisms to external stimuli such as the presence or absence of heat or light; and	402, 404, 440, 443, 444, 446–449, 460, 461, 464–467, 480–484, 486, 487, 490–493	
(C) identify components of an ecosystem to which organisms may respond.	440, 442–444, 448, 449–453, 455–461, 464–467, 470–472, 476–484	
TEKS 6.13: Science concepts The student knows components of our solar system. The student is expected to:		
(A) identify characteristics of objects in our solar system including the Sun, planets, meteorites, comets, asteroids, and moons; and	320, 321, 342–343, 347, 350, 352–369, 377, 378–381, 443	TAKS Objective 5: The student will demonstrate an understanding of motion, forces, and energy.
(B) describe types of equipment and transportation needed for space travel.	318, 326–339, 344–349, 358, 359, 374–375, 532–535	
TEKS 6.14: Science concepts The student knows the structures and functions of Earth systems. The student is expected to:		
(A) summarize the rock cycle;	167, 175–177, 179–186, 282–303, 305–313, 528–531	Content on these pages may be integrated with TAKS Objective 4.
(B) identify relationships between groundwater and surface water in a watershed; and	192, 193, 225, 250, 252, 253, 255, 256, 260–262, 266, 269, 270, 272, 278–281	
(C) describe components of the atmosphere, including oxygen, nitrogen, and water vapor, and identify the role of atmospheric movement in weather change.	282–313	

Correlation of Science TEKS and TAKS to Glencoe Texas Science Grade 6

by Chapter/Section and Program Content

Contents	Student Edition			TAKS Grade 10 and Grade 11 Exit Level Science
	Pages	TEKS		
Unit 1 The Nature of Science				
Chapter 1 The Nature of Science 6.5, 6.5A, 6.5B				
Section 1 What is science?	6–11	6.2B, 6.2C, 6.2D, 6.3, 6.3E, 6.5, 6.5A, 6.5B	TAKS Objective 1: The student will demonstrate an understanding of the nature of science.	
Section 2 Science in Action	12–20	6.2, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.4, 6.5, 6.5A, 6.5B		
Section 3 Models in Science	21–26	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3E, 6.4, 6.4A		
Section 4 Evaluating Scientific Explanation	27–30	6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3B, 6.3E, 6.4, 6.5, 6.5A, 6.5B		
Activity: What is the right answer?	31	6.2A, 6.2B, 6.2C, 6.3		
Activity: Identifying Parts of an Investigation	32–33	6.2B, 6.2C, 6.2D, 6.2E, 6.3		
Science and History: Women in Science	34–35	6.2A, 6.3E		
Chapter Study Guide	36–37	6.3		
Chapter Assessment	38–39	6.2C, 6.2D, 6.3		
Chapter 2 Measurement 6.6A				
Section 1 Description and Measurement	42–49	6.2, 6.2A, 6.2B, 6.2C, 6.2D, 6.3, 6.4	TAKS Objective 1: The student will demonstrate an understanding of the nature of science.	
Section 2 SI Units	50–54	6.2A, 6.2B, 6.2C, 6.2D, 6.3, 6.4, 6.4A		
Activity: Scale Drawing	55	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.4A		
Section 3 Drawings, Tables, and Graphs	56–59	6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.4, 6.4A, 6.4B, 6.6A		
Activity: Pace Yourself	60–61	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.4A, 6.4B, 6.6A		
Science Stats: Biggest, Tallest, Loudest	62–63	6.2A, 6.2B, 6.2C, 6.2D, 6.3		
Chapter Study Guide	64–65	6.2E, 6.3, 6.4B		
Chapter Assessment	66–67	6.2B, 6.2C, 6.2D, 6.4B		
Unit 2 Interactions of Matter and Energy				
Chapter 3 Properties and Changes of Matter 6.7, 6.7A, 6.7B, 6.8A				
Section 1 Physical Properties and Changes	74–83	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.7, 6.7B, 6.8A	TAKS Objective 4: The student will demonstrate an understanding of the structures and properties of matter.	
Section 2 Chemical Properties and Changes	84–90	6.2A, 6.2B, 6.2C, 6.2D, 6.3, 6.3D, 6.3E, 6.4, 6.4A, 6.7, 6.7A, 6.7B		
Activity: Liquid Layers	91	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.3, 6.4, 6.7A, 6.7B		
Activity: Fruit Salad Favorites	92–93	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.4A, 6.7A		



Contents	Student Edition		
	Pages	TEKS	TAKS Grade 10 and Grade 11 Exit Level Science
Oops! Accidents in Science: Glass from the Past	94–95	6.3D, 6.3E, 6.7A	TAKS Objective 4: The student will demonstrate an understanding of the structures and properties of matter.
Chapter Study Guide	96–97	6.2E, 6.7, 6.7A, 6.7B	
Chapter Assessment	98–99	6.2B, 6.2E, 6.3, 6.3D, 6.7, 6.7A, 6.7B	
Chapter 4 Forces and Motion		6.5A, 6.6, 6.6A, 6.6B	
Section 1 Describing Motion	102–109	6.1, 6.2B, 6.2C, 6.2D, 6.3A, 6.3C, 6.4A, 6.4B, 6.6, 6.6A, 6.6B	TAKS Objective 5: The student will demonstrate an understanding of motion, forces, and energy.
Section 2 Forces	110–113	6.2D, 6.3, 6.3A, 6.6, 6.6A, 6.6B	
Activity: Toys in Motion	114	6.1, 6.1A, 6.2, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.4A, 6.4B, 6.6, 6.6A, 6.6B	
Section 3 The Laws of Motion	115–121	6.1, 6.1A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3A, 6.3C, 6.3E, 6.4A, 6.4B, 6.6, 6.6A, 6.6B	
Activity: Space Shuttle Speed	122–123	6.2B, 6.2C, 6.2D, 6.2E, 6.4A, 6.4B, 6.6B	
Science and Language Arts: “Rayona’s Ride”	124–125	6.3E, 6.6, 6.6A	
Chapter Study Guide	126–127	6.3A, 6.6, 6.6A, 6.6B	
Chapter Assessment	128–129	6.2E, 6.3, 6.3A, 6.6, 6.6A, 6.6B	
Chapter 5 Energy		6.8A, 6.8B, 6.9A, 6.9B, 6.9C	
Section 1 What is energy?	132–136	6.1A, 6.2B, 6.2C, 6.2D, 6.3, 6.4A, 6.4B, 6.8A, 6.9B	TAKS Objective 5: The student will demonstrate an understanding of motion, forces, and energy.
Section 2 Energy Transformations	137–143	6.1A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.4A, 6.8, 6.8A, 6.9A, 6.9B, 6.10	
Activity: Hearing with Your Jaw	144	6.1A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.8, 6.9A	
Section 3 Sources of Energy	145–151	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.4A, 6.8, 6.8A, 6.9A, 6.9B, 6.9C	
Activity: Energy to Power Your Life	152–153	6.2A, 6.2C, 6.2D, 6.2E, 6.3, 6.9A, 6.9B, 6.9C	
Science Stats: Energy to Burn	154–155	6.2C, 6.2D, 6.3, 6.8, 6.9A, 6.9B	
Chapter Study Guide	156–157	6.2C, 6.2D, 6.2E, 6.3, 6.8, 6.8A, 6.9A, 6.9B, 6.9C	
Chapter Assessment	158–159	6.2C, 6.2D, 6.2E, 6.8, 6.8A, 6.9A, 6.9B, 6.9C	
Unit 3 Earth’s Systems			
Chapter 6 Rocks and Minerals		6.6C, 6.7A, 6.7B, 6.14, 6.14A	
Section 1 Minerals—Earth’s Jewels	166–174	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3E, 6.4A, 6.6C, 6.7A, 6.7B, 6.14A	Content on these pages may be integrated with TAKS Objective 4.
Section 2 Igneous and Sedimentary Rocks	175–181	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.4A, 6.6C, 6.7A, 6.7B, 6.14A	

Correlation of Science TEKS and TAKS to Glencoe Texas Science Grade 6 *continued*

Contents	Student Edition		
	Pages	TEKS	TAKS Grade 10 and Grade 11 Exit Level Science
Section 3 Metamorphic Rocks and the Rock Cycle	182–186	6.1A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.4, 6.4A, 6.6C, 6.7A, 6.7B, 6.14A	Content on these pages may be integrated with TAKS Objective 4.
Activity: Gneiss Rice	187	6.1A, 6.2B, 6.2C, 6.2D, 6.3C, 6.4, 6.7B	
Activity: Classifying Minerals	188–189	6.1A, 6.2B, 6.2C, 6.2D, 6.2E, 6.4A, 6.7B	
Oops! Accidents in Science: Going for the Gold	190–191	6.2A, 6.2B, 6.2C, 6.2D, 6.14	
Chapter Study Guide	192–193	6.2E, 6.3, 6.5, 6.5A, 6.5B, 6.6C, 6.7A, 6.14A	
Chapter Assessment	194–195	6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.5, 6.5A, 6.5B, 6.6C, 6.7A, 6.14A	
Chapter 7 Forces Shaping Earth		6.6C, 6.14	
Section 1 Earth's Moving Plates	198–207	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.6C, 6.14, 6.1A, 6.2B, 6.2C, 6.2D, 6.3C, 6.4A, 6.6C, 6.14	Content on these pages may be integrated with TAKS Objective 5.
Activity: Earth's Moving Plates	208	6.1A, 6.2B, 6.2C, 6.2D, 6.3C, 6.4A, 6.6C, 6.14	
Section 2 Uplift of Earth's Crust	209–215	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.6C, 6.14	
Activity: Isostasy	216–217	6.1A, 6.2B, 6.2C, 6.2D, 6.3, 6.3A, 6.3C, 6.4A, 6.6C, 6.14	
Science Stats: Mountains	218–219	6.2C, 6.2D, 6.6C, 6.14	
Chapter Study Guide	220–221	6.2E, 6.3, 6.6C, 6.14	
Chapter Assessment	222–223	6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.6C, 6.14	
Chapter 8 Weathering and Erosion		6.6, 6.6A, 6.6C, 6.7A, 6.7B	
Section 1 Weathering and Soil Formation	226–231	6.1, 6.1A, 6.2B, 6.2C, 6.2D, 6.3, 6.3C, 6.4A, 6.6C, 6.7A, 6.7B, 6.14B	Content on these pages may be integrated with TAKS Objective 4.
Activity: Classifying Soils	232	6.1A, 6.2B, 6.2C, 6.2D, 6.4A, 6.7B	
Section 2 Erosion of Earth's Surface	233–241	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3A, 6.3C, 6.4A, 6.4B, 6.6, 6.6C, 6.7A	
Activity: Measuring Soil Erosion	242–243	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.3A, 6.3C, 6.4A, 6.4B, 6.6, 6.6C	
Science and History: Crumbling Monuments	244–245	6.7A	
Chapter Study Guide	246–247	6.2E, 6.6, 6.6C, 6.7A	
Chapter Assessment	248–249	6.2E, 6.3, 6.3C, 6.6, 6.6C, 6.7A	
Chapter 9 Groundwater Resources		6.5A, 6.6C, 6.14B	
Section 1 Groundwater	252–258	6.1, 6.2B, 6.2C, 6.2D, 6.3, 6.4A, 6.4B, 6.14B	Content on these pages may be integrated with TAKS Objective 3.
Activity: Artesian Wells	259	6.1A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C	



Contents	Student Edition		
	Pages	TEKS	TAKS Grade 10 and Grade 11 Exit Level Science
Section 2 Groundwater Pollution and Overuse	260–268	6.1, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.3D, 6.6C, 6.14B	Content on these pages may be integrated with TAKS Objective 3.
Section 3 Caves and Other Groundwater Features	269–273	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.4B, 6.6C, 6.14B	
Activity: Pollution in Motion	274–275	6.1, 6.2B, 6.2C, 6.2D, 6.3C, 6.4A, 6.14B	
Science Stats: Caves	276–277	6.2C, 6.3, 6.6C, 6.14B	
Chapter Study Guide	278–279	6.2E, 6.3, 6.6C, 6.14B	
Chapter Assessment	280–281	6.2B, 6.2C, 6.2D, 6.3, 6.3C, 6.4B, 6.6C, 6.14B	
Chapter 10 The Atmosphere in Motion		6.5A, 6.8, 6.8B, 6.14C	
Section 1 The Atmosphere	284–289	6.1A, 6.2A, 6.2B, 6.2D, 6.2E, 6.3, 6.3C, 6.4A, 6.4B, 6.5A, 6.14C	TAKS Objective 5: The student will demonstrate an understanding of motion, forces, and energy.
Section 2 Earth's Weather	290–297	6.2D, 6.3, 6.5A, 6.14C	
Section 3 Air Masses and Fronts	298–304	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.5A, 6.8, 6.8B, 6.14C	
Activity: Modeling Air Masses and Fronts	305	6.1A, 6.2B, 6.2D, 6.3, 6.3C, 6.5A, 6.14C	
Activity: Creating Your Own Weather Station	306–307	6.1A, 6.1B, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3A, 6.3C, 6.4A, 6.14C	
Science and Society: How Zoos Prepare for Hurricanes	308–309	6.14C	
Chapter Study Guide	310–311	6.2E, 6.5A, 6.6C, 6.8, 6.8B, 6.14C	
Chapter Assessment	312–313	6.2C, 6.2E, 6.3, 6.5A, 6.6C, 6.8, 6.8B, 6.14C	
Unit 4 Solar System			
Chapter 11 Space Technology		6.6, 6.6A, 6.13, 6.13A, 6.13B	
Section 1 Radiation from Space	320–325	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3D, 6.6, 6.13, 6.13A, 6.13B	TAKS Objective 5: The student will demonstrate an understanding of motion, forces, and energy.
Activity: Building a Reflecting Telescope	326	6.13B	
Section 2 Early Space Missions	327–334	6.2A, 6.3, 6.3D, 6.3E, 6.6, 6.13B	
Section 3 Current and Future Space Missions	335–341	6.2A, 6.2B, 6.2C, 6.2D, 6.3, 6.3D, 6.3E, 6.6A, 6.13A, 6.13B	
Activity: Star Sightings	342–343	6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3D, 6.13A	
Science and Society: Cities in Space	344–345	6.3D, 6.3E, 6.13A, 6.13B	
Chapter Study Guide	346–347	6.2E, 6.3D, 6.3E, 6.6A, 6.13A, 6.13B	
Chapter Assessment	348–349	6.2E, 6.3, 6.3D, 6.3E, 6.13B	

Correlation of Science TEKS and TAKS to Glencoe Texas Science Grade 6 *continued*

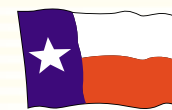
Contents	Student Edition		
	Pages	TEKS	TAKS Grade 10 and Grade 11 Exit Level Science
Chapter 12 The Solar System and Beyond 6.5, 6.5A, 6.5B, 6.13A, 6.13B			
Section 1 Earth's Place in Space	352–356	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.4A, 6.4B, 6.13A	TAKS Objective 4: The student will demonstrate an understanding of the structures and properties of matter.
Activity: Moon Phases	357	6.2B, 6.2C, 6.2D, 6.3, 6.3C, 6.4A, 6.13A	
Section 2 The Solar System	358–365	6.2C, 6.2D, 6.2E, 6.3, 6.3E, 6.5A, 6.13A, 6.13B	
Section 3 Stars and Galaxies	366–373	6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.3E, 6.5, 6.5A, 6.5B, 6.13A, 6.13B	
Activity: Space Colony	374–375	6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.13A, 6.13B	
Science and Language Arts: The Sun and the Moon	376–377	6.2C, 6.3, 6.3E, 6.13A	
Chapter Study Guide	378–379	6.2E, 6.3, 6.5A, 6.5B, 6.13A	
Chapter Assessment	380–381	6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.5A, 6.5B, 6.13A	
Unit 5 Living Systems 6.10, 6.10A, 6.10B, 6.10C, 6.11B, 6.12A, 6.12B			
Chapter 13 Life's Structure and Function 6.10, 6.10A, 6.10B, 6.10C, 6.11B, 6.12A, 6.12B			
Section 1 Cell Structure	388–395	6.2, 6.2A, 6.2B, 6.2C, 6.2D, 6.3, 6.3C, 6.3D, 6.4, 6.4A, 6.10, 6.10A, 6.10B, 6.10C	TAKS Objective 2: The student will demonstrate an understanding of the organization of living systems.
Activity: Comparing Cells	396	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3D, 6.3E, 6.4A, 6.10A, 6.10B, 6.10C	
Section 2 Viewing Cells	397–401	6.2C, 6.2E, 6.3, 6.3D, 6.3E, 6.10B, 6.10C	
Section 3 Viruses	402–405	6.2A, 6.2C, 6.2E, 6.3, 6.3C, 6.3D, 6.3E, 6.10B, 6.10C, 6.11B, 6.12A, 6.12B	
Activity: Comparing Light Microscopes	406–407	6.2A, 6.2B, 6.2C, 6.2D, 6.3A, 6.3D, 6.4A	
Science and History: Cobb Against Cancer	408–409	6.3D, 6.3E, 6.10B, 6.10C	
Chapter Study Guide	410–411	6.2E, 6.10A, 6.10B, 6.10C, 6.11B, 6.12A	
Chapter Assessment	412–413	6.2C, 6.2E, 6.3, 6.3C, 6.3D, 6.3E, 6.10A, 6.10B, 6.10C, 6.11B, 6.12A	
Chapter 14 The Role of Genes in Inheritance 6.10B, 6.11, 6.11A, 6.11B, 6.11C			
Section 1 Continuing Life	416–423	6.2A, 6.2B, 6.2C, 6.2D, 6.3, 6.4A, 6.10B, 6.11, 6.11B, 6.11C	TAKS Objective 2: The student will demonstrate an understanding of the organization of living systems.
Activity: Getting DNA from Onion Cells	424	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.3, 6.4A, 6.11, 6.11B, 6.11C	
Section 2 Genetics—The Study of Inheritance	425–431	6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.10B, 6.11, 6.11A, 6.11B, 6.11C	
Activity: Genetic Traits: The Unique You	432–433	6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.11A, 6.11B, 6.11C	
Science and Society: Separate at Birth	434–435	6.11C	



Contents	Student Edition		
	Pages	TEKS	TAKS Grade 10 and Grade 11 Exit Level Science
Chapter Study Guide	436–437	6.2E, 6.10B, 6.11, 6.11A, 6.11B, 6.11C	TAKS Objective 2
Chapter Assessment	438–439	6.2C, 6.3, 6.10B, 6.11, 6.11A, 6.11B, 6.11C	
Chapter 15 Interactions of Living Things		6.5, 6.5A, 6.5B, 6.8B, 6.8C, 6.10B, 6.10C, 6.12, 6.12A, 6.12B, 6.12C	
Section 1 The Environment	442–447	6.2A, 6.2B, 6.2C, 6.2D, 6.3, 6.4, 6.4A, 6.4B, 6.5A, 6.8C, 6.10B, 6.10C, 6.12A, 6.12B, 6.12C	TAKS Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment.
Activity: Delicately Balanced Ecosystems	448	6.2A, 6.2B, 6.2C, 6.2D, 6.4, 6.4A, 6.5A, 6.8C, 6.10C, 6.12A, 6.12B, 6.12C	
Section 2 Interactions Among Living Organisms	449–453	6.2B, 6.2C, 6.2D, 6.3, 6.4, 6.4A, 6.4B, 6.5A, 6.8C, 6.10B, 6.10C, 6.12B, 6.12C	
Section 3 Matter and Energy	454–459	6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.5, 6.5A, 6.5B, 6.8A, 6.8B, 6.8C, 6.10C, 6.12C	
Activity: Identifying a Limiting Factor	460–461	6.2A, 6.2B, 6.2C, 6.2D, 6.3C, 6.4, 6.10C, 6.12A, 6.12B, 6.12C	
Science and Language Arts: The Solace of Open Spaces	462–463	6.5, 6.10C, 6.12	
Chapter Study Guide	464–465	6.2E, 6.5A, 6.8B, 6.8C, 6.10C, 6.12A, 6.12B, 6.12C	
Chapter Assessment	466–467	6.2C, 6.2E, 6.3, 6.5B, 6.8B, 6.8C, 6.10C, 6.12A, 6.12B, 6.12C	
Chapter 16 Animal Behavior		6.11, 6.11A, 6.12, 6.12A, 6.12B, 6.12C	
Section 1 Types of Behavior	470–475	6.3, 6.3D, 6.3E, 6.11, 6.11A, 6.12, 6.12A, 6.12C	TAKS Objective 2: The student will demonstrate an understanding of the organization of living systems. TAKS Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment.
Section 2 Behavioral Interactions	476–484	6.1, 6.1A, 6.1B, 6.2, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.3D, 6.3E, 6.4, 6.11, 6.11A, 6.12, 6.12A, 6.12B, 6.12C	
Activity: Observing Earthworm Behavior	485	6.2C, 6.2D, 6.2E, 6.3C, 6.12, 6.12A, 6.12B	
Activity: Animal Habitats	486–487	6.2B, 6.2C, 6.2D, 6.2E, 6.3C, 6.12, 6.12A, 6.12B	
Oops! Accidents in Science: Going to the Dogs	488–489	6.3D, 6.3E, 6.12	
Chapter Study Guide	490–491	6.2E, 6.11, 6.11A, 6.12, 6.12A, 6.12B, 6.12C	
Chapter Assessment	492–493	6.11, 6.11A, 6.12, 6.12B, 6.12C	

Correlation of Language Arts and Reading TEKS and TAKS to Glencoe Texas Science Grade 6

Knowledge and Skills	Glencoe Texas Science Student Edition (by page)	TAKS Grade 6 Reading
TEKS 6.1: <i>Listening/speaking/purposes</i> The student listens actively and purposefully in a variety of settings.	33, 144, 208	Not tested
TEKS 6.2: <i>Listening/speaking/critical listening</i> The student listens critically to analyze and evaluate a speaker's message(s).	33, 144, 208, 407	Not tested
TEKS 6.5: <i>Listening/speaking/audiences</i> The student speaks clearly and appropriately to different audiences for different purposes and occasions.	33, 55, 61, 144, 208, 357, 375, 487	Not tested
TEKS 6.6: <i>Reading/word identification</i> The student uses a variety of word recognition strategies.	165, 208, 251	Not tested
TEKS 6.7: <i>Reading/fluency</i> The student reads with fluency and understanding in texts at appropriate difficulty levels.	41, 73, 101, 225, 283, 305, 307, 319, 387, 415	Not tested
TEKS 6.8: <i>Reading/variety of texts</i> The student reads widely for different purposes in varied sources.	305, 307	Not tested
TEKS 6.9: <i>Reading/vocabulary development</i> The student acquires an extensive vocabulary through reading and systematic word study.	197	TAKS Objective 1 The student will demonstrate a basic understanding of culturally diverse written texts.

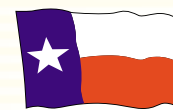


Knowledge and Skills	Glencoe Texas Science Student Edition (by page)	TAKS Grade 6 Reading
<p>TEKS 6.10: <i>Reading/comprehension</i> The student comprehends selections using a variety of strategies.</p>	<p>73, 91, 101, 153, 165, 197, 225, 232, 251, 283, 319, 415, 424, 469</p>	<p>TAKS Objective 1 The student will demonstrate a basic understanding of culturally diverse written texts.</p> <p>TAKS Objective 3 The student will use a variety of strategies to analyze culturally diverse written texts.</p> <p>TAKS Objective 4 The student will apply critical thinking skills to analyze culturally diverse written texts.</p>
<p>TEKS 6.11: <i>Reading/literary response</i> The student expresses and supports responses to various types of texts.</p>	<p>169</p>	<p>TAKS Objective 4 The student will apply critical thinking skills to analyze culturally diverse written texts.</p>
<p>TEKS 6.12: <i>Reading/text structures/literary concepts</i> The student analyzes the characteristics of various types of texts (genres).</p>	<p>5, 41, 73, 101, 131, 153, 165, 197, 225, 351, 387, 415</p>	<p>TAKS Objective 2 The student will apply knowledge of literary elements to understand culturally diverse written texts.</p> <p>TAKS Objective 3 The student will use a variety of strategies to analyze culturally diverse written texts.</p> <p>TAKS Objective 4 The student will apply critical thinking skills to analyze culturally diverse written texts.</p>
<p>TEKS 6.14: <i>Reading/culture</i> The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p>	<p>375</p>	<p>Not tested</p>

Correlation of **Language Arts and Reading TEKS and TAKS** to Glencoe Texas Science Grade 6 *continued*

Knowledge and Skills	<i>Glencoe Texas Science Student Edition (by page)</i>	TAKS Grade 6 Reading
TEKS 6.15: <i>Writing/purposes</i> The student writes for a variety of audiences and purposes and in a variety of forms.	31, 41, 61, 153, 165, 187, 189, 208, 217, 243, 251, 326, 357, 375, 407, 433, 485	Not tested
TEKS 6.17: <i>Writing/grammar/usage</i> The student applies standard grammar and usage to communicate clearly and effectively in writing.	31, 187, 189, 217, 357	Not tested
TEKS 6.19: <i>Writing/evaluation</i> The student evaluates his/her own writing and the writings of others.	259, 275, 407	Not tested
TEKS 6.20: <i>Writing/inquiry/research</i> The student uses writing as a tool for learning and research.	5, 31, 41, 131, 153, 165, 187, 189, 197, 208, 217, 251, 259, 275, 351, 375	Not tested
TEKS 6.21: <i>Writing/connections</i> The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.	61, 153, 407	Not tested
TEKS 6.22: <i>Viewing/representing/interpretation</i> The student understands and interprets visual images, messages, and meanings.	123, 433	Not tested
TEKS 6.23: <i>Viewing/representing/analysis</i> The student analyzes and critiques the significance of visual images, messages, and meanings.	123	Not tested
TEKS 6.24: <i>Viewing/representing/production</i> The student produces visual images, messages, and meanings that communicate with others.	31, 55, 61, 93, 144, 187, 189, 217, 259, 275, 326, 343, 357, 375, 396	Not tested

Correlation of **Mathematics TEKS** and **TAKS** to Glencoe Texas Science Grade 6



Knowledge and Skills	Glencoe Texas Science Student Edition (by page)	TAKS Grade 6 Mathematics
TEKS 6.1: Number, operation, and quantitative reasoning		
The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:		
(A) compare and order non-negative rational numbers.	26, 48, 89, 239, 363, 483	TAKS Objective 1 The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.
(B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals.	49, 54	
(C) use integers to represent real-life situations.	48, 483	
TEKS 6.2: Number, operation, and quantitative reasoning		
The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:		
(B) use addition and subtraction to solve problems involving fractions and decimals.	148, 174, 484	TAKS Objective 1 The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.
(C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates.	49, 54, 83, 90, 107, 109, 117, 121, 148, 174, 241, 295, 304, 325, 334, 356, 363, 394, 401, 423, 484, 453	
(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required.	48, 151	
TEKS 6.3: Patterns, relationships, and algebraic thinking		
The student solves problems involving proportional relationships. The student is expected to:		
(A) use ratios to describe proportional situations.	174, 304, 325, 334, 356, 363, 453	TAKS Objective 2 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.
(B) represent ratios and percents with concrete models, fractions, and decimals.	174, 258	
(C) use ratios to make predictions in proportional situations.	148	
TEKS 6.4: Patterns, relationships, and algebraic thinking		
The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:		
(A) use tables and symbols to represent relationships and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	49, 54, 241, 295, 325, 334	TAKS Objective 2 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.
(B) generate formulas to represent relationships involving perimeter, area, volume of a rectangular prism, etc., from a table of data.	49, 54, 241, 394	

Correlation of **Mathematics TEKS and TAKS** to Glencoe Texas Science Grade 6 *continued*

Knowledge and Skills	Glencoe Texas Science Student Edition (by page)	TAKS Grade 6 Mathematics
TEKS 6.5: Patterns, relationships, and algebraic thinking The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:		
Formulate an equation from a problem situation.	107, 109, 117, 121, 148, 295, 304, 394	TAKS Objective 2 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.
TEKS 6.7: Geometry and spatial reasoning The student uses coordinate geometry to identify location in two dimensions. The student is expected to:		
Locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.	328	TAKS Objective 3 The student will demonstrate an understanding of geometry and spatial reasoning.
TEKS 6.8: Measurement The student solves application problems involving estimation and measurement of length, area, time, temperature, capacity, weight, and angles. The student is expected to:		
(A) estimate measurements and evaluate reasonableness of results.	151	TAKS Objective 4 The student will demonstrate an understanding of the concepts and uses of measurement.
(B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight.	26, 49, 54, 83, 90, 107, 117, 151, 241, 258, 356, 363, 394	
(C) convert measures within the same measurement system (customary and metric) based on relationships between units.	49, 54, 325, 334, 363	
TEKS 6.10: Probability and statistics The student uses statistical representations to analyze data. The student is expected to:		
(D) solve problems by collecting, organizing, displaying, and interpreting data.	89, 148, 171, 239, 483	TAKS Objective 5 The student will demonstrate an understanding of probability and statistics.



Knowledge and Skills	Glencoe Texas Science Student Edition (by page)	TAKS Grade 6 Mathematics
TEKS 6.11: Underlying processes and mathematical tools The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities inside and outside of school. The student is expected to:		
(A) identify and apply mathematics to everyday experiences, to activities inside and outside of school, with other disciplines, and with other mathematical topics.	26, 48, 49, 54, 83, 89, 90, 107, 109, 117, 121, 148, 151, 171, 174, 239, 258, 265, 295, 304, 325, 328, 334, 341, 356, 363, 394, 401, 453, 456, 483	TAKS Objective 6 The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.
(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	148, 171, 174, 265, 304, 341, 356, 363, 423, 484	
(C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.	148, 171, 174, 265, 304, 341, 356, 363, 423, 484	
(D) select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.	148, 171, 174, 295, 304, 325, 334, 341, 356, 363, 394, 401, 423, 453, 484, 538	
TEKS 6.12: Underlying processes and mathematical tools The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:		
(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.	48, 49, 54, 83, 89, 90, 107, 109, 117, 121, 148, 151, 171, 174, 239, 241, 258, 265, 295, 304, 325, 334, 356, 363, 394, 401, 423, 483, 484	TAKS Objective 6 The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.
TEKS 6.13: Underlying processes and mathematical tools The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:		
(A) make conjectures from patterns or sets of examples and nonexamples.	89, 171, 239, 483	TAKS Objective 6 The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.
(B) validate his/her conclusions using mathematical properties and relationships.	171	