Texas Essential Knowledge and Skills

Correlation of Performance Descriptions	Student Edition Pages
1 Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	
1(A) demonstrate safe practices during field and laboratory investigations; and	12, 31–32, 55, 58, 69, 87, 91, 93, 99–100, 115, 119, 123, 129, 133, 137, 141, 156, 161–162, 164, 166, 177, 179, 188–189, 205, 208, 213, 221, 225, 227, 232, 236, 249, 257, 262, 281, 284, 287, 294, 303, 308, 311, 317, 330, 337, 339–340, 362, 365, 377, 386, 394, 399–400, 404, 408, 417–420, 432–433, 446, 450, 455, 467, 471–472, 484, 496, 512, 516, 518, 521–522, 534, 539, 545, 547, 557, 559, 562, 564, 585, 588, 591, 593, 595, 607, 612, 614, 617, 623, 627, 630, 634, 652, 656, 659, 661, 675, 682, 684, 698, 706, 719, 727
1(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.	12, 32, 58, 69, 100, 115, 137, 213, 221, 232, 257, 281, 308, 330, 362, 377, 399, 433, 446, 467, 496, 518, 545, 562, 595, 612, 634, 656, 684
2 Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	
2(A) plan and implement experimental procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology;	12, 19, 32, 58, 69, 100, 115, 129, 133, 137, 162, 177, 179, 188–189, 205, 208, 213, 221, 225, 227, 232, 236, 249, 257, 262, 281, 284, 287, 294, 303, 308, 311, 317, 330, 337, 339–340, 360, 362, 365, 371, 377, 386–387, 394, 399–400, 404, 408, 417–420, 432–433, 435, 446–447, 450, 455, 467, 471–472, 484, 496, 512, 516, 518, 522, 534, 539, 545, 547, 557, 559, 562, 564, 585, 588, 591, 593, 595, 607, 612, 614, 617, 623, 627, 630, 634, 652, 656, 659, 661, 675, 682, 684, 698, 700, 706, 727–728, 811–816
2(B) make quantitative observations and measurements with precision;	12, 19, 31–32, 50, 55, 58, 69, 74, 87, 93, 100, 115, 119, 129, 133, 137, 161–162, 179, 188, 205, 213, 225, 227, 232, 257, 262, 281, 284, 287, 308, 330, 360, 362, 371, 399, 446, 496, 518, 521, 545, 547, 700, 727
2(C) organize, analyze, evaluate, make inferences, and predict trends from data;	12–13, 19, 31–32, 55, 58, 69, 87, 91, 93, 99–100, 115, 123, 129, 133, 137, 141, 156, 161–162, 177, 179, 205, 221, 225, 249, 257, 262, 281, 284, 287, 308, 360, 362, 371, 377, 380, 383, 386, 394, 399–400, 404, 418–420, 425, 432–433, 435, 446–447, 450, 455, 467, 471–472, 484, 496, 516, 518, 521–522, 534, 539, 545, 547, 559, 562, 585, 588, 591, 593, 595, 607, 612, 614, 617, 623, 627, 630, 634, 652, 656, 659, 661, 675, 682, 684–685, 698, 700, 706, 719, 727
2(D) communicate valid conclusions;	12–13, 19, 31–32, 50, 58, 69, 87, 91, 100, 115, 133, 137, 141, 156, 161–162, 164, 166, 177, 179, 188–189, 205, 208, 213, 221, 225, 227, 232, 236, 249, 257, 262, 281, 284, 287, 294, 308, 311, 317, 330, 337, 339–340, 360, 362, 365, 377, 380, 383, 386, 399–400, 404, 417–420, 425, 432–433, 446–447, 450, 455, 467, 471–472, 484, 496, 512, 516, 518, 522, 534, 539, 545, 547, 559, 562, 564, 585, 588, 591, 595, 612, 614, 617, 623, 627, 630, 634, 652, 659, 675, 682, 684, 698, 700, 706, 719, 727, 728, 816
2(E) graph data to observe and identify relationships between variables; and	31–33, 100, 115, 281, 287, 380, 518, 700, 814

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2(F) read the scale on scientific instruments with precision.	12, 19, 31–32, 58, 137, 179, 188, 205, 213, 225, 227, 232, 257, 262, 281, 284, 287, 308, 330, 360, 362, 446–447, 518–519, 545, 547
3 Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	
3(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;	5, 13, 70, 170, 193, 196–197, 267, 376, 466, 476–477, 505, 587, 640–641, 664–667, 712, 732–733
3(B) express laws symbolically and employ mathematical procedures including vector addition and right-triangle geometry to solve physical problems;	12, 19–29, 34, 38–41, 50, 53–55, 58–59, 64–69, 71–79, 86–89, 92–115, 120–137, 140–141, 143–147, 150–163, 166, 168–173, 177, 179–197, 201–221, 224–235, 238–239, 241–245, 250–265, 268–271, 278–284, 286–289, 296–297, 300–309, 313, 318–319, 321, 323–325, 331–333, 335, 344–347, 350–352, 360–363, 366–371, 376–377, 379–381, 389–391, 396–404, 410–413, 420–427, 430–435, 438–441, 446–451, 454–455, 458–459, 470–472, 474–479, 482–485, 488–495, 500–505, 510–511, 514–522, 524–529, 533–541, 544–547, 550–553, 568–569, 572–579, 582–585, 588–589, 594–601, 604–611, 622–623, 626–638, 640–643, 652–657, 666–667, 672–677, 680–681, 686–689, 692–701, 706–708, 712–715, 719–721, 724–727, 730–731, 734–735, 748–777, 816, 819, 821, 823, 829, 836, 839, 845–846, 849–853, 856, 870–871
3(C) evaluate the impact of research on scientific thought, society, and the environment;	2–17, 63, 70, 143, 167, 178, 184, 223, 245, 266, 274–275, 292, 299, 310, 316, 320–321, 334, 356, 374–375, 378, 390–391, 405, 428–429, 451, 486, 505, 519, 525, 587, 618, 620, 639, 648–653, 663–664, 671, 679, 683, 686, 701–703, 711, 717, 722–725, 728–729, 732, 734–735
3(D) describe the connection between physics and future careers; and	3–5, 8–13, 26, 46, 68, 98, 122, 165, 167, 186, 214, 234, 245, 312, 319–320, 332, 352, 376, 402, 421, 454, 464, 489, 510, 543, 548, 574, 589, 605, 629, 662, 664, 673, 686, 694, 721
3(E) research and describe the history of physics and contributions of scientists.	3–13, 16–17, 76, 79, 104, 106, 117, 122–123, 125–127, 141–142, 313, 323, 381, 451, 486, 504–505, 620, 636, 666–667
4 Science concepts. The student knows the laws governing motion. The student is expected to:	
4(A) generate and interpret graphs describing motion including the use of real-time technology;	30–34, 36–37, 40–41, 44–45, 72–75, 78–79, 82–100, 108–115, 120–121, 218–219, 239, 243–245, 260–261, 268–271, 748–753, 816
4(B) analyze examples of uniform and accelerated motion including linear, projectile, and circular;	44–51, 53–61, 68–71, 76–99, 102–107, 120–149, 152–173, 176–177, 179–207, 216–217, 220–221, 224–239, 241–245, 248–255, 258–261, 264–265, 268–271, 494–495, 748–761, 811–813, 816–822, 826–832, 861–871
4(C) demonstrate the effects of forces on the motion of objects;	120–125, 128–133, 136–137, 140–147, 152–173, 180–191, 204–209, 212–213, 220–221, 224–227

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4(D) develop and interpret a free-body diagram for force analysis; and	119, 124–125, 128–129, 132–133, 140, 145–147, 151–153, 156–157, 159, 179, 244–245, 251, 304–307, 754–755, 760, 811, 816, 827, 833, 835–839
4(E) identify and describe motion relative to different frames of reference.	42–45, 48–51, 68–69, 71, 78–79, 170–171, 752, 830–832, 861–867, 869–870
5 Science concepts. The student knows that changes occur within a physical system and recognizes that energy and momentum are conserved. The student is expected to:	
5(A) interpret evidence for the work-energy theorem;	224–231, 236–249, 251, 256, 266–271, 759–760
5(B) observe and describe examples of kinetic and potential energy and their transformations;	246–262, 265–271, 275–277, 294–295, 300–301, 488–493, 498–507, 628–636, 642–643, 708–709, 759–760, 829, 841, 867, 870–871
5(C) calculate the mechanical energy and momentum in a physical system such as billiards, cars, and trains; and	200–221, 251, 254–255, 261–262, 265, 758–760, 774–775
5(D) demonstrate the conservation of energy and momentum.	208, 210, 213–214, 216–221, 256–257, 261–262, 265–271, 634, 636, 638, 640–643, 758–759
6 Scientific concepts. The student knows forces in nature. The student is expected to:	
6(A) identify the influence of mass and distance on gravitational forces;	181–184, 188–192, 194–197, 756–757
6(B) research and describe the historical development of the concepts of gravitational, electrical, and magnetic force;	175–177, 180, 185, 191–192, 197, 461, 468, 470–471, 479, 482, 493–495, 560, 564, 567, 582, 590, 604–605
6(C) identify and analyze the influences of charge and distance on electric forces;	462–464, 467–472, 474–479, 482–485, 487–489, 492–493, 498–505, 670–671, 695, 768
6(D) demonstrate the relationship between electricity and magnetism;	562–563, 569, 574–579, 585, 589, 595, 597–601, 607, 610–612, 614
6(E) design and analyze electric circuits; and	511–519, 521–522, 525–529, 533–553, 588–589, 591, 616, 628, 630, 680–684, 688–689, 727, 769–771, 773, 776, 855, 857–858
6(F) identify examples of electrical and magnetic forces in everyday life.	462–467, 473, 476–477, 498–499, 505, 565–566, 570–574, 586
7 Science concepts. The student knows the laws of thermodynamics. The student is expected to:	
7(A) analyze and explain everyday examples that illustrate the laws of thermodynamics; and	273, 280–281, 289–291, 294, 296–297, 761

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7(B) evaluate different methods of heat energy transfer that result in an increasing amount of disorder.	283–284, 294, 296–297
8 Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:	
8(A) examine and describe a variety of waves propagated in various types of media and describe wave characteristics such as velocity, frequency, amplitude, and behaviors such as reflection, refraction, and interference;	328, 347, 350–356, 358–363, 366–371, 374–376, 381, 383, 385–391, 394–413, 416–441, 444–451, 453–459, 762-767
8(B) identify the characteristics and behaviors of sound and electromagnetic waves; and	292, 333, 344–346, 349–355, 358, 371, 374–377, 381–383, 385–391, 394–413, 416–441, 444–451, 453–459, 613–615, 621–623, 636–637, 640–643, 647–650, 736–767, 774–776, 855–860, 870
8(C) interpret the role of wave characteristics and behaviors found in medicinal and industrial applications.	292, 356, 368–369, 378, 388, 405, 409, 428, 441, 456, 458–459, 620, 860
9 Science concepts. The student knows simple examples of quantum physics. The student is expected to:	
9(A) describe the photoelectric effect; and	628–633, 636, 642
9(B) explain the line spectra from different gas-discharge tubes.	647–657, 665–667

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2.2 Measurement Uncertainties	24–29	3(B), 3(D)
2.3 Visualizing Data	30–41	1(A), 1(B), 2(A), 2(B), 2(C), 2(D), 2(E), 2(F), 3(B), 4(A)
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5.1 Graphing Motion in One Dimension	80–89	1(A), 2(B), 2(C), 2(D), 3(B), 4(A), 4(B)
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5.4 Free Fall	104–115	1(A), 1(B), 2(A), 2(B), 2(C), 2(D), 2(E), 3(B), 3(E), 4(A), 4(B)
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6.1 Force and Motion	116–125	1(A), 2(B), 2(C), 3(B), 3(D), 3(E), 4(A), 4(B), 4(C), 4(D)
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