

# Angler Education TEKS Correlations

Science | Social Studies | Physical Education

January 2004

## Science

### **Science Process Skills**

#### Grades 4,5,6,7 & 8

- (3) Critical thinking, problem solving & decision making  
c. represent natural world using models, identify limitations

### **Systems**

#### Grade 4

- (5) Complex Systems and Parts  
a. identify and describe roles of organisms in living systems and parts in nonliving objects  
b. predict and draw conclusions when part of a system is removed
- (8) Adaptations Increase Survival of Members of a Species  
a. identify characteristics that allow members of a species to survive and reproduce  
b. compare adaptive characteristics of species

#### Grade 5

- (9) Adaptations Increase Survival of Members of a Species  
a. compare adaptive characteristics of species that improve survival & reproduction  
b. analyse and describe adaptive characteristics that result in organism's niche  
c. predict adaptive characteristics required for survival and reproduction in an ecosystem

#### Grade 6

- (8) Matter & Energy: Interactions  
c. describe energy flow in living systems—food chains, food webs
- (12) Internal & External Stimuli: Organism Response  
b. identify responses to external stimuli

#### Grade 7

- (12) Organisms & Environment  
a. identify components of ecosystem  
b. observe and describe how producers, consumers, decomposers live together  
c. describe how environments support varieties of organisms
- (14) Natural Events & Human Activity Alter Earth Systems  
c. make inferences and draw conclusions about effects of humans on resources

#### Grade 8

- (6) Interdependence Among Living Systems  
c. describe interactions in ecosystems
- (14) Natural Events & Human Activity Alter Earth Systems  
c. describe how human activities have modified soil, water, air quality

### **Properties, Patterns, and Models**

#### Grade 4

- (8) Adaptations Increase Survival of Members of a Species
  - a. identify characteristics that allow members of a species to survive and reproduce
- (11) Natural World: Earth Materials and Objects in the Sky
  - c. identify Sun as major energy source

#### Grade 5

- (6) Change Occurs in Cycles
  - c. describe and compare life cycles of plants and animals
- (9) Adaptations Increase Survival of Members of a Species
  - a. compare adaptive characteristics of species that improve survival & reproduction
  - b. analyze and describe adaptive characteristics that result in organism's niche
  - c. predict adaptive characteristics required for survival and reproduction in an ecosystem

### **Constancy and Change**

#### Grade 4

- (8) Adaptations Increase Survival of Members of a Species
  - a. identify characteristics that allow members of a species to survive and reproduce

#### Grade 5

- (6) Change Occurs in Cycles
  - c. describe and compare life cycles of plants and animals

#### Grade 6

- (12) Internal & External Stimuli: Organism Response
  - b. identify responses to external stimuli
  - c. identify components of ecosystems to which organisms respond

#### Grade 7

- (10) Species Change Through Generations
  - b. compare traits of organisms that enhance survival and reproduction

#### Grade 8

- (14) Natural Events & Human Activity Alter Earth Systems
  - c. describe how human activities have modified soil, water, air quality

### **Form and Function**

#### Grade 4

- (5) Complex Systems & Parts
  - a. identify and describe roles of organisms in living systems and parts in nonliving objects
  - b. predict and draw conclusions when part of a system is removed
- (8) Adaptations Increase Survival of Members of a Species
  - a. identify characteristics that allow members of a species to survive and reproduce

#### Grade 8

- (6) Interdependence Among Living Species
  - c. describe interactions in ecosystems
- (11) Species Change Through Generations
  - a. identify that change in environment can affect survival of species

## **Social Studies**

### **Geography**

#### **Grade 4**

Describe ways people adapt to and modify the Texas environment, past and present; identify reasons; analyze consequences.

#### **Grade 5**

Describe the reasons and ways people adapt to and modify the environment; analyze the consequences of environmental modification.

#### **Grade 6**

Analyze the ways people adapt to and modify the physical environment; describe the role of technology in the process.

#### **Grade 7**

Analyze ways in which Texas and the environment interact.

#### **Grade 8**

Analyze the impact of human adaptations and modifications on the environment.

## **Physical Education**

### **Grade 4**

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

c. make appropriate changes in performance based on feedback

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

a. describe and select physical activities that provide for enjoyment and challenge.

f. identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

a. use equipment safely and properly

d. identify potential risks associated with physical activities

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

a. distinguish between compliance and noncompliance with rules and regulations; and

b. analyze potential risks associated with unsafe movement and improper use of equipment

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

a. follow rules, procedures, and etiquette

### **Grade 5**

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

a. identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw

- (3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:
- c. explain the value of participation in community physical activities such as little league and parks and recreation
- (5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:
- a. use equipment safely and properly
  - c. describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity
- (7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- a. follow rules, procedures, and etiquette

### **Grade 6**

- (2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:
- b. make appropriate changes in performance based on feedback to improve skills
- (3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:
- a. identify opportunities in the school and community for regular participation in physical activity
- (5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:
- a. use equipment safely and properly
  - e. explain water safety and basic rescue procedures

### **Grade 7**

- (2) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:
- h. demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses
- (3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:
- a. participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities
  - b. identify favorite lifelong physical activities
- (5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:
- a. use equipment safely and properly
- (6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:
- a. distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating

### **Grade 8**

- (1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- h. demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses
- (2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:
  - e. make appropriate changes in performance based on feedback
- (3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:
  - a. describe and select physical activities that provide for enjoyment and challenge
  - d. identify favorite lifelong physical activities

**Adventure/Outdoor Education (One-Half Credit)**

- (1) Movement. The student demonstrates competency in two or more outdoor education activities such as backpacking, boating, camping, hiking, orienteering, water sports, or water safety certification. The student is expected to:
  - a. demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities
  - b. demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately
- (2) Physical activity and health. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:
  - c. identify correctly the critical elements for successful performance within the context of the activity
- (3) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:
  - a. select and participate in adventure/outdoor education activities that provide for enjoyment and challenge
- (4) Physical activity and health. The student knows the relationship between outdoor activities and health. The student is expected to:
  - d. explain and follow safety procedures during adventure/outdoor education activities
  - e. list and describe safety equipment used in outdoor activities