

# Self-Determination Vertical Alignment: Science K-5

## Scientific Investigation and Reasoning: Conducting Investigations

The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible (ethical) practices. The student is expected to:

Kindergarten 112.11	1st Grade 112.12	2nd Grade 112.13	3rd Grade 112.14	4th Grade 112.15	5th Grade 112.16
1	1	1	1	1	1
(A) identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately	(A) identify, describe, and demonstrate safe practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately	(A) identify, describe, and demonstrate safe practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately	(A) demonstrate safe practices as described in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment as appropriate, including safety goggles or chemical splash goggles, as appropriate, and gloves	(A) demonstrate safe practices and the use of safety equipment as described in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate	

**Self-Determination K-12 TEKS Vertical Alignment**  
 This document captures existing TEKS that closely align with teaching self-determination and decision-making skills to students with disabilities in Texas as required by [TAC §89.1055\(h\)\(10\)\(A\)](#). Definitions from the research of Dr. Michael Wehmeyer and from The National Gateway to Self-Determination Project are the measures against which all TEKS were compared in order to determine their relevance. Only TEKS that met this standard were included, while all others were omitted.

Dr. Michael Wehmeyer defines self-determination as “acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference.”<sup>1</sup>

The National Gateway to Self-Determination Project says that self-determined people make things happen in their own lives to improve the quality of their lives. They know what they want and how to get it, and they set goals and then work to reach them. They advocate on their own behalf and are involved in solving problems and making decisions about their lives.<sup>2</sup>

## Scientific Investigation and Reasoning: Questions and Answers

The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

Kindergarten 112.11	1st Grade 112.12	2nd Grade 112.13	3rd Grade 112.14	4th Grade 112.15	5th Grade 112.16
2	2	2			
(A) ask questions about organisms, objects, and events observed in the natural world		(A) ask questions about organisms, objects, and events during observations and investigations			
(C) collect data and make observations using simple tools					
(D) record and organize data and observations using pictures, numbers, and words	(D) record and organize data using pictures, numbers, and words				
(E) communicate observations about simple descriptive investigations	(E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations	(E) communicate observations and justify explanations using student-generated data from simple descriptive investigations			

## Scientific Investigation and Reasoning: Problem Solving

The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:

Kindergarten 112.11	1st Grade 112.12	2nd Grade 112.13	3rd Grade 112.14	4th Grade 112.15	5th Grade 112.16
3	3				
(A) identify and explain a problem such as the impact of littering and propose a solution	(A) identify and explain a problem and propose a solution				

## Scientific Investigation and Reasoning: Making Decisions

The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:

Kindergarten 112.11	1st Grade 112.12	2nd Grade 112.13	3rd Grade 112.14	4th Grade 112.15	5th Grade 112.16
		3	3		
		(A) identify and explain a problem and propose a task and solution for the problem	(A) analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing		

## Scientific Investigation and Reasoning: Practices

The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:

Kindergarten 112.11	1st Grade 112.12	2nd Grade 112.13	3rd Grade 112.14	4th Grade 112.15	5th Grade 112.16
			2	2	
			(A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world	(A) plan and implement descriptive investigations, including asking well defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions	

## Scientific Investigation and Reasoning: Informed Decisions

The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

Kindergarten 112.11	1st Grade 112.12	2nd Grade 112.13	3rd Grade 112.14	4th Grade 112.15	5th Grade 112.16
				3	3
				(A) analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing	