

**Environmental Technology – Grade Levels 9-12
TEKS Manager**

Credit: (1/2)

Place a check (✓) in each column to show TEKS taught.

	TEKS	1 st 6 wks	2 nd 6 wks	3 rd 6 wks
<p>(b) Introduction. To be prepared for careers in environmental and natural resource systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to environmental and natural resources and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.</p>				
<p>(c) Knowledge and skills.</p> <p>(1) The student learns the employability characteristics of a successful worker in the modern workplace. The student is expected to:</p>	<p>(A) identify career development and entrepreneurship opportunities in the field of environmental technology;</p>			
	<p>(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in environmental technology;</p>			
	<p>(C) demonstrate knowledge of personal and occupational safety practices in the workplace;</p>			
	<p>(D) identify employers' expectations, appropriate work habits, and good citizenship skills; and</p>			
	<p>(E) plan and conduct supervised agricultural experience programs.</p>			

	TEKS	1st 6 wks	2nd 6 wks	3rd 6 wks
(2) The student knows the natural state of the environment. The student is expected to:	(A) describe the anatomy of the atmosphere and the atmospheric cycle;			
	(B) identify the distribution and properties of water and the hydrologic cycle;			
	(C) list the components, dynamics, properties, and functions of soils; and			
	(D) identify living organisms based on consumer/producer functions and feeding relationships.			
(3) The student explains the relationships between people, environment, and natural resources. The student is expected to:	(A) define and categorize natural resources;			
	(B) define and categorize renewable and non-renewable resources; and			
	(C) identify the cause and effect relationships and the need for stewardship.			
(4) The student explains the use and abuse of natural resources. The student is expected to:	(A) identify the progression of use leading to environmental degradation;			
	(B) explain the impact of human population dynamics on the environment;			
	(C) discuss the abuse of natural resources; and			
	(D) explain the resulting environmental consequences.			
(5) The student discusses environmental history, laws, legislation, and regulations. The student is expected to:	(A) identify major events and prominent people impacting environmental technology;			
	(B) discuss environmental legislation, ethics, stewardship, and education;			
	(C) list restoration and conservation practices and discuss their implications;			
	(D) discuss and relate the levels of environmental preservation efforts; and			
	(E) develop a personal environmental philosophy.			