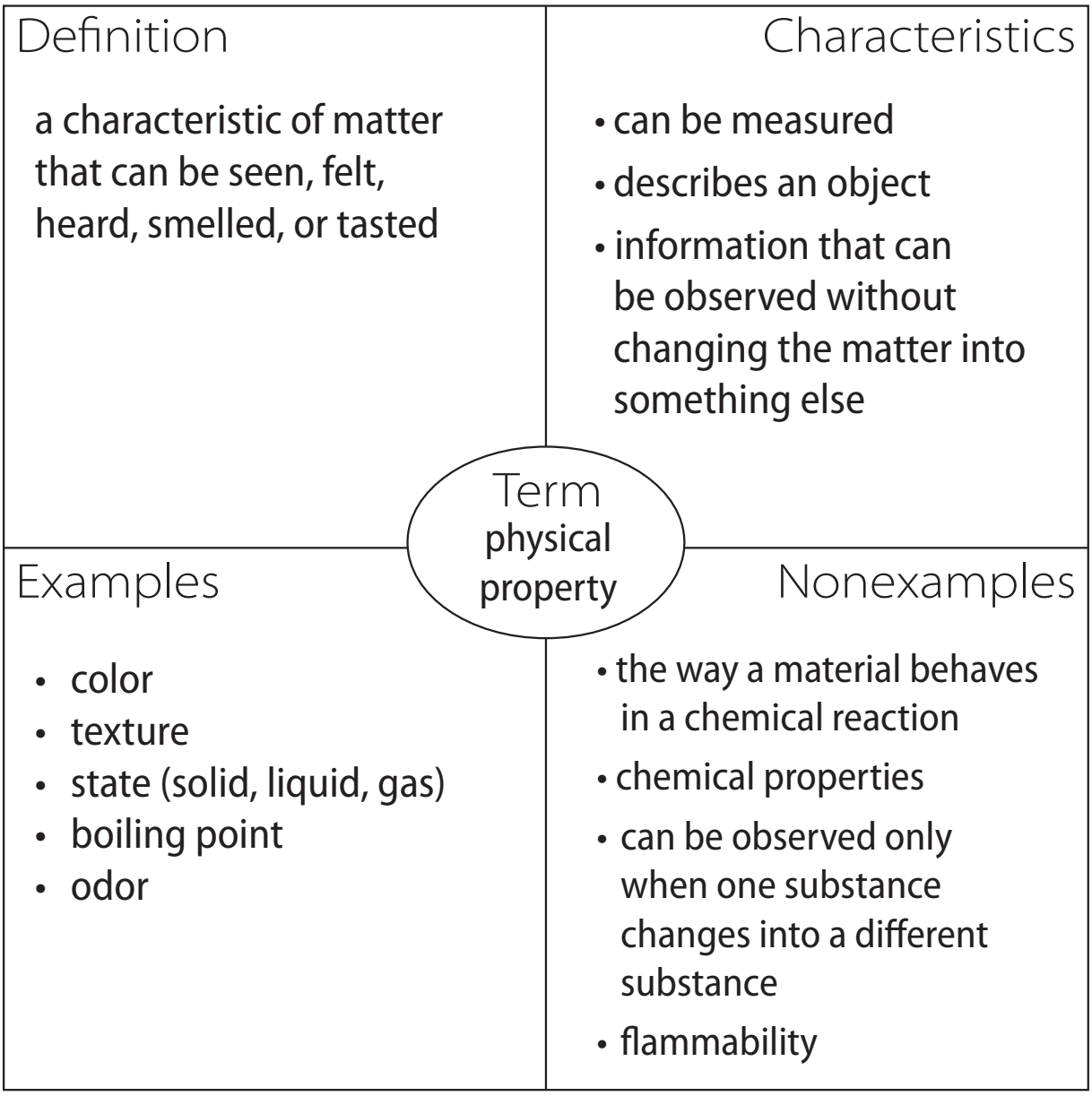
Completed Frayer Model: Science Example



Frayer Model adapted from Frayer, D. A., Frederick, W. C., & Klausmeier, H. G. (1969). *A schema for testing the level of concept mastery* (Technical report No. 16). Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.

Please see next page for TEKS information.

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Science TEKS

Grades 6–7:

(6) Matter and energy. The student knows matter has physical properties that can be used for classification.

Grade 8:

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties.

SOURCE: TEA, 2009.

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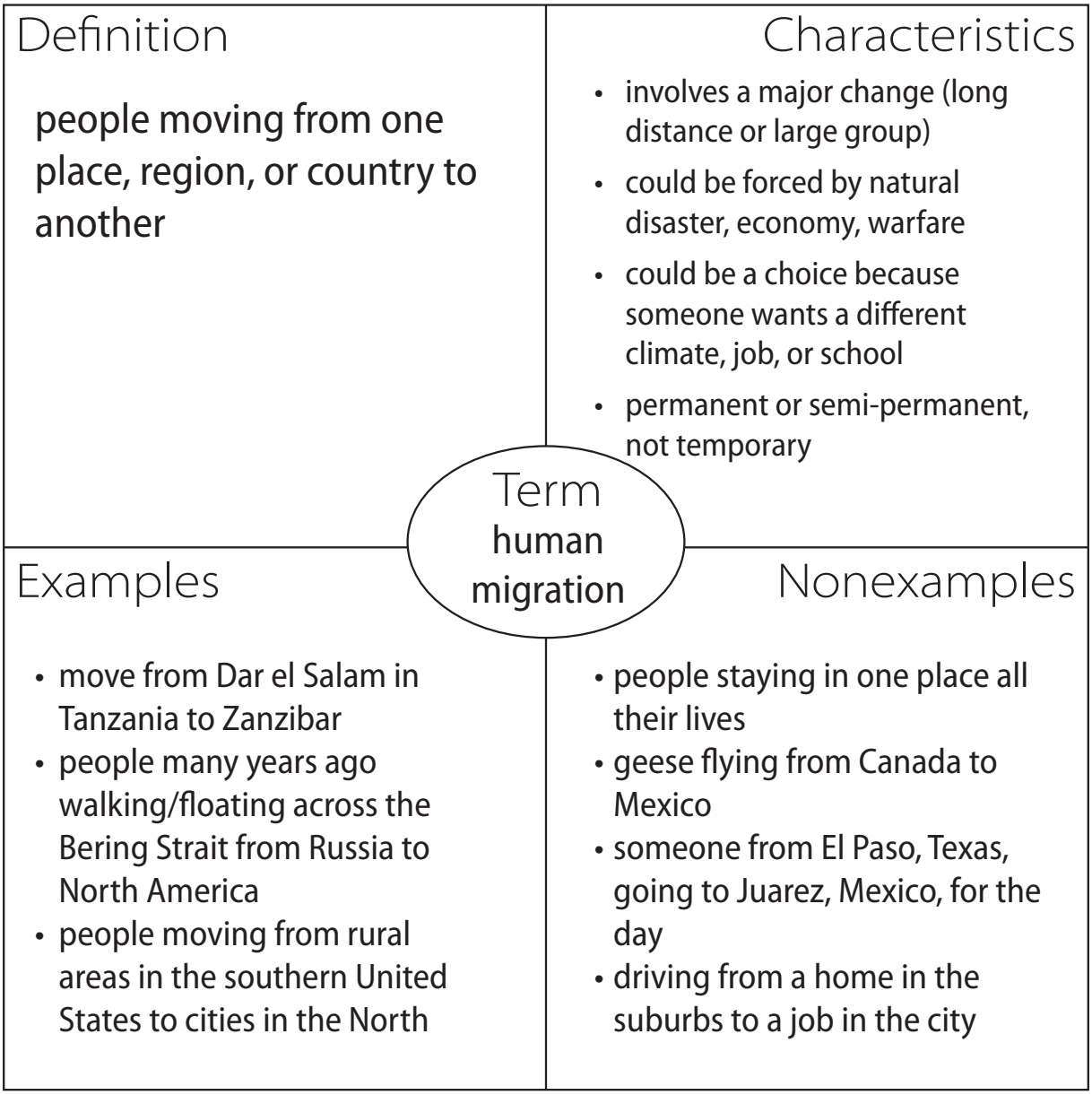
Completed Frayer Model: Social Studies Example



Frayer Model adapted from Frayer, D. A., Frederick, W. C., & Klausmeier, H. G. (1969). *A schema for testing the level of concept mastery* (Technical report No. 16). Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.

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Social Studies TEKS

Grade 6:

(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:

(A) identify and describe how culture traits such as trade, travel, and war spread;

(D) identify and define the impact of cultural diffusion on individuals and world societies;

(E) identify examples of positive and negative effects of cultural diffusion.

Grade 7:

(17) Geography. The student understands the characteristics, distribution, and migration of population in Texas during the 19th, 20th, and 21st centuries. The student is expected to:

(A) analyze why immigrant groups came to Texas and where they settled;

(B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;

(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation; and

(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.

Grade 8:

(17) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:

(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries;

(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.

SOURCE: TEA, 2010.

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