

**Elementary Science TEKS - Vertical Alignment**

Nature of Science					
<p><b>K.1 Scientific investigation and reasoning.</b> The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p>	<p><b>1.1 Scientific investigation and reasoning.</b> The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p>	<p><b>2.1 Scientific investigation and reasoning.</b> The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:</p>	<p><b>3.1 Scientific investigation and reasoning.</b> The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate practices. The student is expected to:</p>	<p><b>4.1 Scientific investigation and reasoning.</b> The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:</p>	<p><b>5.1 Scientific investigation and reasoning.</b> The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:</p>
<p><b>(A)</b> identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately</p>	<p><b>(A)</b> recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately</p>	<p><b>(A)</b> identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately</p>	<p><b>(A)</b> demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat</p>	<p><b>(A)</b> demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations</p>	<p><b>(A)</b> demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations</p>
<p><b>(B)</b> discuss the importance of safe practices to keep self and others safe and healthy</p>	<p><b>(B)</b> recognize the importance of safe practices to keep self and others safe and healthy</p>	<p><b>(B)</b> describe the importance of safe practices</p>			
<p><b>(C)</b> demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal</p>	<p><b>(C)</b> identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals</p>	<p><b>(C)</b> identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal</p>	<p><b>(B)</b> make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics</p>	<p><b>(B)</b> make informed choices in the use and conservation of natural resources and reusing or recycling of materials such as paper, aluminum, glass, cans, and plastic</p>	<p><b>(B)</b> make informed choices in the conservation, disposal, and recycling of materials</p>
<p><b>K.2 Scientific investigation and reasoning.</b> The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p>	<p><b>1.2 Scientific investigation and reasoning.</b> The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p>	<p><b>2.2 Scientific investigation and reasoning.</b> The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:</p>	<p><b>3.2 Scientific investigation and reasoning.</b> The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:</p>	<p><b>4.2 Scientific investigation and reasoning.</b> The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:</p>	<p><b>5.2 Scientific investigation and reasoning.</b> The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p>
<p><b>(A)</b> ask questions about organisms, objects, and events observed in the natural world</p>	<p><b>(A)</b> ask questions about organisms, objects, and events observed in the natural world</p>	<p><b>(A)</b> ask questions about organisms, objects, and events during observations and investigations</p>	<p><b>(A)</b> plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a particular problem in the natural world</p>	<p><b>(A)</b> 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</p>	<p><b>(A)</b> describe, plan, and implement simple experimental investigations testing one variable</p>
<p><b>(B)</b> plan and conduct simple descriptive investigations such as ways objects move</p>	<p><b>(B)</b> plan and conduct simple descriptive investigations such as ways objects move</p>	<p><b>(B)</b> plan and conduct descriptive investigations such as how organisms grow</p>			<p><b>(B)</b> ask well-defined questions, formulate testable hypothesis, and select and use appropriate equipment and technology</p>
<p><b>(C)</b> collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools</p>	<p><b>(C)</b> collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools</p>	<p><b>(C)</b> collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools</p>	<p><b>(B)</b> collect data by observing and measuring using the metric system and recognize differences between observed and measured data</p>	<p><b>(B)</b> collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps</p>	<p><b>(C)</b> collect information by detailed observation and accurate measuring</p>
<p><b>(D)</b> record and organize data and observations using pictures, numbers and words</p>	<p><b>(D)</b> record and organize data using pictures, numbers, and words</p>	<p><b>(D)</b> record and organize data using pictures, numbers, and words</p>	<p><b>(C)</b> construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data</p>	<p><b>(C)</b> construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data</p>	<p><b>(G)</b> construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information</p>
<p><b>(E)</b> communicate observations with others about simple descriptive investigations</p>	<p><b>(E)</b> communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations</p>	<p><b>(E)</b> communicate observations and justify explanations using student-generated data from simple descriptive investigations</p>	<p><b>(F)</b> communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion</p>	<p><b>(F)</b> communicate valid, oral, and written results supported by data</p>	<p><b>(F)</b> communicate valid conclusions in both written and verbal forms</p>
		<p><b>(F)</b> compare results of investigations with what students and scientists know about the world</p>	<p><b>(D)</b> analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations</p>	<p><b>(D)</b> analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured</p>	<p><b>(D)</b> analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence</p>
			<p><b>(E)</b> demonstrate that repeated investigations may increase the reliability of results</p>	<p><b>(E)</b> perform repeated investigations to increase the reliability of results</p>	<p><b>(E)</b> demonstrate that repeated investigations may increase the reliability of results</p>

<b>K.3 Scientific investigation and reasoning.</b> The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:	<b>1.3 Scientific investigation and reasoning.</b> The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:	<b>2.3 Scientific investigation and reasoning.</b> 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:	<b>3.3 Scientific investigation and reasoning.</b> The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	<b>4.3 Scientific investigation and reasoning.</b> The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	<b>5.3 Scientific investigation and reasoning.</b> The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(A) identify and explain a problem such as the impact of littering on the playground and propose a solution in his/her own words	(A) identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words	(A) identify and explain a problem in his/her own words and propose a task and solution for the problem such as lack of water in a habitat	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations so as to encourage critical thinking by the student	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations so as to encourage critical thinking by the student	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations so as to encourage critical thinking by the student
(B) make predictions based on observable patterns in nature such as the shapes of leaves	(B) make predictions based on observable patterns	(B) make predictions based on observable patterns			
(C) explore that scientists investigate different things in the natural world and use tools to help in their investigations	(C) describe what scientists do	(C) identify what a scientist is and explore what different scientists do	(D) connect grade level appropriate science concepts with the history of science, science careers, and contributions of scientists	(D) connect grade level appropriate science concepts with the history of science, science careers, and contributions of science	(D) connect grade level appropriate science concepts with the history of science, science careers, and contributions of scientists
			(B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food	(B) draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as toys, food, and sunscreen	(B) evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels
			(C) represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials	(C) represent the natural world using models such as rivers, stream tables, or fossils and identify their limitations, including accuracy and size	(C) draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works
<b>K.4 Scientific investigation and reasoning.</b> The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	<b>1.4 Scientific investigation and reasoning.</b> The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	<b>2.4 Scientific investigation and reasoning.</b> The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	<b>3.4 Scientific investigation and reasoning.</b> The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	<b>4.4 Scientific investigation and reasoning.</b> The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to:	<b>5.4 Scientific investigation and reasoning.</b> The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:
(A) collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums	(A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums	(A) collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums	(A) collect, record, and analyze information using tools including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models, timing devices including clocks and stopwatches and materials to support observation of habitats of organisms such as terrariums and aquariums	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches, and materials to support the observation of habitats of organisms such as terrariums and aquariums	(A) collect, record, and analyze information using tools including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices including clocks and stopwatches, and materials to support the observation of habitats of organisms such as terrariums and aquariums
(B) use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment					
	(B) measure and compare organisms and objects using non-standard units	(B) measure and compare organisms and objects using non-standard units that approximate metric units			
			(B) use safety equipment as appropriate, including safety goggles and gloves	(B) use safety equipment as appropriate, including safety goggles and gloves	(B) use safety equipment including safety goggles and gloves

Physical Science					
<b>K.5 Matter and energy.</b> The student knows that objects have properties and patterns. The student is expected to:	<b>1.5 Matter and energy.</b> The student knows that objects have properties and patterns. The student is expected to:	<b>2.5 Matter and energy.</b> The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:	<b>3.5 Matter and energy.</b> The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	<b>4.5 Matter and energy.</b> The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	<b>5.5 Matter and energy.</b> The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:
<b>(A)</b> observe and record properties of objects, including relative size and mass, such as bigger or smaller and heavier or lighter; shape color, and texture	<b>(A)</b> classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter; shape, color, and texture	<b>(A)</b> classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid	<b>(A)</b> measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float  <b>(B)</b> describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container	<b>(A)</b> measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float	<b>(A)</b> classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy
<b>(B)</b> observe, record, and discuss how materials can be changed by heating or cooling	<b>(B)</b> predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating	<b>(B)</b> compare changes in materials caused by heating and cooling	<b>(C)</b> predict, observe, and record changes in the state of matter caused by heating or cooling	<b>(B)</b> predict the changes caused by heating and cooling such as ice becoming liquid water and condensation forming on the outside of a glass of ice water	<b>(B)</b> identify the boiling and freezing / melting points of water on the Celsius scale
		<b>(C)</b> demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting			
		<b>(D)</b> combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties			
			<b>(D)</b> explore and recognize that a mixture is created when two materials are combined such as gravel and sand and metal and plastic paper clips	<b>(C)</b> compare and contrast a variety of mixtures and solutions such as rocks in sand, sand in water, or sugar in water	<b>(C)</b> demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand
					<b>(D)</b> identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water

<b>K.6 Force, motion, and energy.</b> The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:	<b>1.6 Force, motion, and energy.</b> The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:	<b>2.6 Force, motion, and energy.</b> The student knows that forces cause change and energy exists in many forms. The student is expected to:	<b>3.6 Force, motion, and energy.</b> The student knows that forces cause change and that energy exists in many forms. The student is expected to:	<b>4.6 Force, motion, and energy.</b> The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	<b>5.6 Force, motion, and energy.</b> The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:
<b>(A)</b> use the five senses to explore different forms of energy such as light, heat, and sound	<b>(A)</b> identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life	<b>(A)</b> investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter	<b>(A)</b> explore different forms of energy, including mechanical, light, sound, and heat / thermal in everyday life	<b>(A)</b> differentiate among forms of energy including mechanical, sound, electrical, light, and heat / thermal	<b>(A)</b> explore the uses of energy including mechanical, light, thermal, electrical, and sound energy
<b>(B)</b> explore interactions between magnets and various materials	<b>(B)</b> predict and describe how a magnet can be used to push or pull an object	<b>(B)</b> observe and identify how magnets are used in everyday life	<b>(C)</b> observe forces such as magnetism and gravity acting on objects	<b>(D)</b> design an experiment to test the effect of force on an object such as a push or a pull, gravity, friction, or magnetism	<b>(D)</b> design an experiment that tests the effect of force on an object
<b>(C)</b> observe and describe the location of an object in relation to another, such as above, below, behind, in front of, and beside	<b>(C)</b> describe the change in location of an object such as closer to, nearer to, and farther from	<b>(C)</b> trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp	<b>(B)</b> demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons		
<b>(D)</b> observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow	<b>(D)</b> demonstrate and record the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow	<b>(D)</b> compare patterns of movement of objects such as sliding, rolling, and spinning			<b>(C)</b> demonstrate that light travels in a straight line until it strikes an objects or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water.
				<b>(B)</b> differentiate between conductors and insulators	
				<b>(C)</b> demonstrate that electricity travels in a closed path, creating an electrical circuit, and explore the electromagnetic field	<b>(B)</b> demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat and sound

Earth Science					
<b>K.7 Earth and space.</b> The student knows that the natural world includes earth materials. The student is expected to:	<b>1.7 Earth and space.</b> The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:	<b>2.7 Earth and space.</b> The student knows that the natural world includes earth materials. The student is expected to:	<b>3.7 Earth and space.</b> The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	<b>4.7 Earth and space.</b> The student knows that Earth consists of useful resources and its surface is constantly changing. The student is expected to:	<b>5.7 Earth and space.</b> The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:
(A) observe, describe, compare, and sort rocks by size, shape, color, and texture	(A) observe, compare, describe, and sort components of soil by size, texture, and color	(A) observe and describe rocks by size, texture, and color	(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains	(A) examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants	(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels
(B) observe and describe physical properties of natural sources of water, including color and clarity	(B) identify and describe a variety of natural sources of water including streams, lakes, and oceans	(B) identify and compare the properties of natural sources of fresh water and saltwater	(D) explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved	(C) identify and classify Earth's renewable resources, including air, plants, water, and animals and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation	(C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels
(C) give examples of ways rocks, soil, and water are useful	(C) gather evidence of how rocks, soil, and water help to make useful products	(C) distinguish between natural and man-made resources	(B) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides	(B) observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice	(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice
			(C) identify and compare different landforms, including mountains, hills, valleys, and plains		(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models
<b>K.8 Earth and space.</b> The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:	<b>1.8 Earth and space.</b> The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:	<b>2.8 Earth and space.</b> The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:	<b>3.8 Earth and space.</b> The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:	<b>4.8 Earth and space.</b> The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	<b>5.8 Earth and space.</b> The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
(A) observe and describe weather changes from day to day and over seasons	(A) record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy	(A) measure, record, and graph weather information including temperature, wind conditions, precipitation, and cloud coverage in order to identify patterns in the data	(A) observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation		(A) differentiate between weather and climate
(B) identify events that have repeating patterns, including seasons of the year and day and night	(C) identify characteristics of the seasons of the year and day and night	(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation		(A) measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key	
(C) observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun	(B) observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun	(D) observe, describe, and record patterns of objects in the sky, including the appearance of the moon	(C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions	(C) collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time	(C) demonstrate that Earth rotates on its axis once every 24 hours causing the day / night cycle and the apparent movement of the Sun across the sky
					(D) identify and compare the physical characteristics of the Sun, Earth, and Moon
	(D) demonstrate that air is all around us and observe that wind is moving air				
		(C) explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions	(B) describe and illustrate that the Sun as a star composed of gases that provides light and heat energy for the water cycle	(B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process	(B) explain how the Sun and the ocean interact in the water cycle
			(D) identify the planets in Earth's solar system and their position in relation to the Sun		

Life Science					
<b>K.9 Organisms and environments.</b> The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:	<b>1.9 Organisms and environments.</b> The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:	<b>2.9 Organisms and environments.</b> The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:	<b>3.9 Organisms and environments.</b> The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:	<b>4.9 Organisms and environments.</b> The student knows and understands that living organisms within an ecosystem interact with one another and with their environment. The student is expected to:	<b>5.9 Organisms and environments.</b> The student knows that there are relationships, systems, and cycles within environments. The student is expected to:
<b>(A)</b> differentiate between living and nonliving things based upon whether they have basic needs and produce offspring	<b>(A)</b> sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring	<b>(A)</b> identify the basic needs of plants and animals		<b>(A)</b> investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food	<b>(A)</b> observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving elements
<b>(B)</b> examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants					<b>(B)</b> describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers
	<b>(B)</b> analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver	<b>(B)</b> identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things	<b>(A)</b> observe and describe the physical characteristics of environments and how they support populations and communities within the ecosystem		<b>(C)</b> predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways
			<b>(C)</b> describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations	<b>(B)</b> describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web, such as a fire in the forest	<b>(D)</b> identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals
	<b>(C)</b> gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter	<b>(C)</b> compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake, and wooded area	<b>(B)</b> identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field		
<b>K.10 Organisms and environments.</b> The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	<b>1.10 Organisms and environments.</b> The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	<b>2.10 Organisms and environments.</b> The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	<b>3.10 Organisms and environments.</b> The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	<b>4.10 Organisms and environments.</b> The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	<b>5.10 Organisms and environments.</b> The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:
<b>(A)</b> sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape					
<b>(B)</b> identify parts of plants such as roots, stem, and leaves and parts of animals such as head, eyes, and limbs	<b>(A)</b> investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats	<b>(A)</b> observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water	<b>(A)</b> explore how structures and functions of plants and animals allow them to survive in a particular environment	<b>(A)</b> explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants	<b>(A)</b> compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals
	<b>(B)</b> identify and compare the parts of plants	<b>(B)</b> observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant			
<b>(C)</b> identify ways that young plants resemble the parent plant	<b>(C)</b> compare ways that young animals resemble their parents		<b>(B)</b> explore that some characteristics of organism are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food	<b>(B)</b> demonstrate that some likenesses between parents and offspring are inherited, passed from generation to generation, such as eye color in humans or shapes of leaves in plants; other likenesses are learned such as table manners or reading a book and seals balancing balls on their noses.	<b>(B)</b> differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle
<b>(D)</b> observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit	<b>(D)</b> observe and record life cycles of animals such as a chicken, frog, or fish	<b>(C)</b> investigate and record some of the unique stages that insects undergo during their life cycle	<b>(C)</b> investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs	<b>(C)</b> explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans	<b>(C)</b> describe the differences between complete and incomplete metamorphosis of insects

Elementary Science Equipment Alignment (TEKS - Basic)					2009 - 2010
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
(no glass)	(no glass)	(no glass)	(no glass)	(no glass)	
goggles	goggles	goggles	goggles	goggles	goggles
computers	computers	computers	computers	computers	computers
hand lens	hand lens	hand lens	hand lens	hand lens	hand lens
clocks	clocks	clocks	clocks	clocks	clocks
timers	timers	stopwatches	stopwatches	stopwatches	stopwatches
magnets	magnets	magnets	magnets	magnets	magnets
collecting nets	collecting nets	collecting nets	collecting nets	collecting nets	collecting nets
notebooks	notebooks	notebooks	notebooks	notebooks	notebooks
(safety) hot plate (teacher demo / use only)	(safety) hot plate (teacher demo/use only)	(safety) hot plate (teacher demo/use only)	(safety) hot plate	(safety) hot plate	(safety) hot plate
(terrariums and aquariums)	(terrariums and aquariums)	(terrariums and aquariums)	(terrariums and aquariums)	(terrariums and aquariums)	(terrariums and aquariums)
classroom demo thermometer	classroom demo thermometer	Celsius thermometer	Celsius thermometer	Celsius thermometer	Celsius thermometer
primary balance	primary balance	primary balance			
		double pan balance (teacher guided 2nd semester)	double pan balance	double pan balance	double pan balance
			triple beam balance (teacher guided second semester)	triple beam balance	triple beam balance
		platform scale	platform scale	platform scale	platform scale
non-standard measurement tools	non-standard measurement tools	non-standard measurement tools that approximate metric units			
		rulers (metric)	metric ruler	metric ruler	metric ruler
			meter stick	meter stick	meter stick
			Measuring tape (metric)	Measuring tape (metric)	Measuring tape (metric)

	<i>measuring cups / spoons (2nd semester)</i>	<i>measuring cups / spoons</i>	<i>measuring cups / spoons</i>	<i>measuring cups / spoons</i>	<i>measuring cups / spoons</i>
cups	cups	plastic beakers	beakers	beakers	beakers
bowls	bowls		graduated cylinders	graduated cylinders	graduated cylinders
rocks		rocks			sedimentary rock samples
	soil		soil	soil	sand
					fossil samples
			spring scale	spring scale	spring scale
			microscopes	microscopes	microscopes
wind sock	wind sock	wind vane	wind vane		
		<i>anemometer</i>			
		rain gauge	rain gauge		
		<i>moon model (general pattern of the phases of the moon)</i>		<i>moon model (phases of the moon)</i>	
			Sun, Earth, and Moon system model	<i>Sun, Earth, and Moon system model</i>	<i>Sun, Earth, and Moon system model</i>
			cameras	cameras	cameras
			current technology	current technology	current technology
			compasses	compasses	
			sound recorders		
				mirrors	mirrors
				calculators	calculators
				supplies for electrical circuits	supplies for electrical circuits
				iron filings	
				stream table	
					prisms