



### Classify and Compare Changes in Physical Properties of Matter

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Classify and Compare Changes in Physical Properties of Matter
<b>Extension</b>			I can: <ul style="list-style-type: none"> <li>Use inferences and applications which go beyond the standard</li> </ul>
<b>3.0</b> ☆	1 <sup>st</sup>	Content: 4.5AB Process: 4.1A, 4.2BCDF, 4.3A, 4.4	I can: <ul style="list-style-type: none"> <li>Compare and contrast a variety of mixtures, including solutions.</li> <li>Compare and contrast physical properties of matter, including mass, volume, states, temperature, magnetism, and the ability to sink or float.</li> <li>Communicate thinking using diagrams/illustrations, labels, and sentences.</li> </ul>
<b>2.5</b>			I can: <ul style="list-style-type: none"> <li>In addition to 2.0 content, partial knowledge of 3.0 is evident.</li> </ul>
<b>2.0</b>		Content: 4.5AB Process: 4.1A, 4.2BCDF, 4.3A, 4.4	I can: <ul style="list-style-type: none"> <li>Identify the characteristics of a mixture called a solution and give two examples.</li> <li>Measure matter using its physical properties, including mass, volume, states, temperature, magnetism, and the ability to sink or float.</li> <li>Communicate observations and data using diagrams/illustrations and labels.</li> </ul>
<b>1.5</b>			I can: <ul style="list-style-type: none"> <li>In addition to 1.0 content, partial knowledge of 2.0 is evident.</li> </ul>
<b>1.0</b>		Content: 4.5AB Process: 4.1A, 4.2BCDF, 4.3A, 4.4	I can: <ul style="list-style-type: none"> <li>Identify the characteristics of a mixture and give two examples.</li> <li>Identify physical properties of matter, including mass, volume, states, temperature, magnetism, and the ability to sink and float.</li> <li>Communicate observations.</li> </ul>
<b>0.5</b>			I can: <ul style="list-style-type: none"> <li>With help, a partial understanding of the 1.0 content is evident</li> <li>With help, communicate observations.</li> </ul>



### Describe and Differentiate Forms of Energy and Electrical Circuits

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Describe and Differentiate Forms of Energy and Electrical Circuits
<b>Extension</b>			I can: <ul style="list-style-type: none"> <li>Use inferences and applications which go beyond the standard.</li> </ul>
<b>3.0</b> ☆	2nd	Content: 4.6AC Process: 4.1A, 4.2ADF, 4.3AB, 4.4	I can: <ul style="list-style-type: none"> <li>Compare and contrast the forms of energy, including mechanical, sound, electrical, light, and thermal.</li> <li>Demonstrate that electricity travels in a closed path, creating an electrical circuit.</li> <li>Communicate thinking using diagrams/illustrations, labels, and sentences.</li> </ul>
<b>2.5</b>			I can: <ul style="list-style-type: none"> <li>In addition to 2.0 content, partial knowledge of 3.0 is evident.</li> </ul>
<b>2.0</b>		Content: 4.6AC Process: 4.1A, 4.2ADF, 4.3AB, 4.4	I can: <ul style="list-style-type: none"> <li>Describe forms of energy, including mechanical, sound, electrical, light, and thermal.</li> <li>Identify the parts of a circuit that electricity travels through.</li> <li>Communicate observations and data using diagrams/illustrations and labels.</li> </ul>
<b>1.5</b>			I can: <ul style="list-style-type: none"> <li>In addition to 1.0 content, partial knowledge of 2.0 is evident.</li> </ul>
<b>1.0</b>		Content: 4.6AC Process: 4.1A, 4.2ADF, 4.3AB, 4.4	I can: <ul style="list-style-type: none"> <li>Identify the forms of energy including mechanical, sound, electrical, light, and thermal.</li> <li>Identify how electricity travels in a closed path.</li> <li>Communicate observations.</li> </ul>
<b>0.5</b>			I can: <ul style="list-style-type: none"> <li>With help, partial understanding of the 1.0 content is evident</li> <li>With help, communicate observations.</li> </ul>



**Identify Changes to Earth’s Surface and Classify Earth’s Renewable Resources**

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify Changes to Earth’s Surface and Classify Earth’s Renewable Resources
Extension			I can: <ul style="list-style-type: none"> <li>• Use inferences and applications which go beyond the standards.</li> </ul>
3.0 ☆	3rd	Content: 4.7BC Process: 4.1AB, 4.3BC, 4.4	I can: <ul style="list-style-type: none"> <li>• Identify and classify Earth’s renewable resources, including air, plants, soil, water, and animals, and nonrenewable resources, including coal, oil, and natural gas.</li> <li>• Explain the importance of conservation.</li> <li>• Identify slow changes to Earth’s surface caused by weathering, erosion, and deposition from water, wind, and ice.</li> <li>• Communicate thinking using diagrams/illustrations, labels, and sentences.</li> </ul>
2.5			I can: <ul style="list-style-type: none"> <li>• In addition to 2.0 content, partial knowledge of 3.0 is evident.</li> </ul>
2.0		Content: 4.7BC Process: 4.1AB, 4.3BC, 4.4	I can: <ul style="list-style-type: none"> <li>• Define and examine properties of Earth’s natural resources as renewable or nonrenewable.</li> <li>• Identify slow changes to Earth’s surface caused by weathering, erosion, and deposition.</li> <li>• Communicate thinking using diagrams/illustrations and labels.</li> </ul>
1.5			I can:  In addition to 1.0 content, partial knowledge of 2.0 is evident
1.0		Content: 4.7BC Process: 4.1AB, 4.3BC, 4.4	I can: <ul style="list-style-type: none"> <li>• Identify four types of Earth’s natural resources, such as air, plants, soil, water, animals, coal, oil, or natural gas.</li> <li>• Identify slow changes to Earth’s surface caused by water, wind, and ice.</li> <li>• Communicate observations.</li> </ul>
0.5			I can: <ul style="list-style-type: none"> <li>• With help, partial understanding of the 1.0 content is evident</li> <li>• With help, communicate observations.</li> </ul>



**Describe and Explain the Flow of Energy Through Ecosystems**

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Describe and Explain the Flow of Energy Through Ecosystems
4.0			I can: <ul style="list-style-type: none"> <li>● Use inferences and applications which go beyond the standards.</li> </ul>
3.0 ☆	4th	Content: 4.9AB Process: 4.1AB, 4.2CDF, 4.3B, 4.4	I can: <ul style="list-style-type: none"> <li>● Describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.</li> <li>● Describe how producers and consumers interact with their environment.</li> <li>● Communicate thinking using diagrams/illustrations, labels, and sentences.</li> </ul>
2.5			I can: <ul style="list-style-type: none"> <li>● In addition to 2.0 content, partial knowledge of 3.0 is evident</li> </ul>
2.0		Content: 4.9AB Process: 4.1AB 4.2CDF, 4.3B, 4.4	I can: <ul style="list-style-type: none"> <li>● Describe the relationships of multiple food chains in a food web within an ecosystem.</li> <li>● Identify how consumers are dependent on other organisms.</li> <li>● Communicate observations and data using diagrams/illustrations and labels.</li> </ul>
1.5			I can: <ul style="list-style-type: none"> <li>● In addition to 1.0 content, partial knowledge of 2.0 is evident</li> </ul>
1.0		Content: 4.9AB Process: 4.1AB, 4.2CDF, 4.3B, 4.4	I can: <ul style="list-style-type: none"> <li>● Identify the flow of energy through food chains, including the role of the Sun.</li> <li>● Identify how producers need sunlight, water, and carbon dioxide to make their own food.</li> <li>● Communicate observations.</li> </ul>
0.5			I can: <ul style="list-style-type: none"> <li>● With help, partial understanding of the 1.0 content is evident.</li> <li>● With help, communicate observations.</li> </ul>