

1st Nine Weeks

Matter and its Properties. The student knows that objects have physical properties that determine how they are described and classified. The student is expected to:

K.6 identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classify objects.

Changes to the TEKS In Matter and its Properties:

- The physical properties have changed. Beginning 2024-25 school year the physical properties they identify and record are shape, color, texture, and material type. Other physical properties such as size can be explored as well.
- Students will now generate ways to **classify** objects by those physical properties. This is a higher critical thinking skill.
- Kindergarten students no longer observe, record, and discuss how materials can be changed by heating or cooling. It is now a 1st grade TEKS.

Observe, describe, and communicate properties and patterns of matter

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Observe, describe, and communicate properties and patterns of matter
Extension			<ul style="list-style-type: none"> Use inferences and applications that go beyond the standard.
3.0	1 st	Content: K.6 SEPs: K1.CDEF K3.BC RTC: 5E	I can: <ul style="list-style-type: none"> Use the physical properties of matter to classify objects by shape, color, texture, and material. Communicate thinking using diagrams/illustrations, labels, and sentences.
2.5			<ul style="list-style-type: none"> In addition to 2.0 content, partial knowledge of 3.0 is evident.
2.0		Content: K.6 SEPs: K1.CDEF K3.BC RTC: 5E	I can: <ul style="list-style-type: none"> Record the physical properties of objects including shape, color, texture, and material. Communicate observations and data using diagrams/illustrations and labels.
1.5			<ul style="list-style-type: none"> In addition to 1.0 content, partial knowledge of 2.0 is evident.
1.0		Content: K.6 SEPs: K1.CDEF K3.BC RTC: 5E	I can: <ul style="list-style-type: none"> Use the 5 senses to identify physical properties of objects, including shape, color, texture, and material. Communicate observations.
0.5			<ul style="list-style-type: none"> With help, a partial understanding of the 1.0 content is evident. With help, communicate observations.

2nd Nine Weeks

Force, motion, and energy. The student knows that energy is everywhere and can be observed in everyday life. The student is expected to:

- K.8A** communicate the idea that objects can only be seen when a light source is present and compare the effects of different amounts of light on the appearance of objects; and
- K.8B** demonstrate and explain that light travels through some objects and is blocked by other objects, creating shadows.

Changes to the TEKS:

- Light 8.AB is a priority topic. Light is only taught in kindergarten. The other forms of energy are addressed in 1st and 2nd grade.
- Kindergarten students no longer observe and describe the location of objects or how objects move.

Additional TEKS to be taught:

Force, motion, and energy. The student knows that forces cause changes in motion and position in everyday life. The student is expected to:

- K.7** describe and predict how a magnet interacts with various materials and how magnets can be used to push or pull.

Changes to the TEKS:

- Students previously only explored magnets. The verbs have changed. Now students are describing and predicting.

Identify, describe, and demonstrate force, motion, and energy

Yearly Target	Nine Weeks Target	TEKS	Priority topic: Identify, describe, and demonstrate force, motion, and energy
Extension			<ul style="list-style-type: none"> Use inferences and applications that go beyond the standard.
3.0	2 nd	Content: K.8AB SEPs: K.1CDEF K2.B K.3B, RTC: 5.AG	I can: <ul style="list-style-type: none"> Compare the effects of different amounts of light on the appearance of objects. Communicate thinking using diagrams/illustrations, labels, and sentences.
2.5			<ul style="list-style-type: none"> In addition to 2.0 content, partial knowledge of 3.0 is evident
2.0		Content: K.8AB SEPs: K.1CDEF K2.B K.3B, RTC: 5.AG	I can: <ul style="list-style-type: none"> Demonstrate that light travels through some objects and is blocked by other objects, creating shadows. Explain that light travels through some objects and is blocked by other objects, creating shadows. Communicate observations and data using diagrams/illustrations and labels.
1.5			<ul style="list-style-type: none"> In addition to 1.0 content, partial knowledge of 2.0 is evident.
1.0		Content: K.8AB SEPs: K.1CDEF K2.B K.3B, RTC: 5.AG	I can: <ul style="list-style-type: none"> Identify the sources of light. Communicate that objects can only be seen when light is present. Communicate observations.
0.5			<ul style="list-style-type: none"> With help, partial understanding of the 1.0 content is evident. With help, communicate observations.

3rd Nine Weeks

Earth and space. The student knows that the natural world includes earth materials and systems that can be observed. The student is expected to:

K.10B observe and describe weather changes from day to day and over seasons; and

K.10C identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon.

Changes to the TEKS:

- Weather 10.BC is a priority topic. 10.C is new to kindergarten. Students are to use **evidence** to support how air is around us.
- Kindergarten students no longer observe and describe the properties of water.
- Students no longer identify the patterns in seasons, but they still describe the changes that occur during the seasons.

Additional TEKS to be taught:

As you prepare to teach the additional TEKS, make note of the verbs and what students need to be doing.

Earth and space. The student knows that the natural world includes earth materials and systems that can be observed. The student is expected to:

K.10A describe and classify rocks by the observable properties of size, shape, color, and texture

Earth and space. The student knows that earth materials are important to everyday life. The student is expected to:

K.11 observe and generate examples of practical uses for rocks, soil, and water.

Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

K.9A identify, describe, and predict the patterns of day and night and their observable characteristics; and

K.9B observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky such as clouds

Describe, compare, and demonstrate cycles, patterns, and systems in Earth and space

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Describe, compare, and demonstrate cycles, patterns, and systems in Earth and space
Extension			<ul style="list-style-type: none"> Use inferences and applications that go beyond the standard.
3.0	3 rd	Content: K.10BC SEPs: K.1BCDEF, K.3B RTC: 5A	I can: <ul style="list-style-type: none"> Identify evidence that supports the idea that air is all around us. Demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon. Communicate thinking using diagrams/illustrations, labels, and sentences.
2.5			<ul style="list-style-type: none"> In addition to 2.0 content, partial knowledge of 3.0 is evident.
2.0		Content: K.10BC SEPs: K.1BCDEF, K.3B RTC: 5A	I can: <ul style="list-style-type: none"> Describe the changes in weather over seasons. Observe the changes in weather over seasons. Communicate observations and data using diagrams/illustrations and labels.
1.5			<ul style="list-style-type: none"> In addition to 1.0 content, partial knowledge of 2.0 is evident.
1.0		Content: K.10BC SEPs: K.1BCDEF, K.3B RTC: 5A	I can: <ul style="list-style-type: none"> Observe and describe the weather changes from day to day. Communicate observations.
0.5			<ul style="list-style-type: none"> With help, partial understanding of the 1.0 content is evident. With help, communicate observations.

4th Nine Weeks

Organisms and environments. The student knows that plants and animals depend on the environment to meet their basic needs for survival. The student is expected to:

K.12A observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow

Organisms and environments. The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments. The student is expected to:

K.13A identify the structures of plants, including roots, stems, leaves, flowers, and fruits

K.13C identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle

K.13D identify ways that young plants resemble the parent plant.

Changes to the TEKS:

- The study of plants is a priority topic. Content over animals will be assessed in 1st grade.
- The terminology has changed in some standards such as:
 - Dependence instead of basic needs.
 - Structures instead of basic parts
- Kindergarten students are to identify and record changes in plant life cycles instead of only observing.
- Kindergarten students no longer differentiate between living things and nonliving.
- Kindergarten students no longer sort plants and animals into groups based on physical characteristics, such as color, size, body covering, or leaf shape.

Additional TEKS to be taught:

As you prepare to teach the additional TEKS, make note of the verbs and what students need to be doing.

Organisms and environments. The student knows that plants and animals depend on the environment to meet their basic needs for survival. The student is expected to:

K.12B observe and identify the dependence of animals on air, water, food, space, and shelter

Organisms and environments. The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments. The student is expected to:

K.13B identify the different structures that animals have that allow them to interact with their environment such as seeing, hearing, moving, and grasping objects

Investigate and compare needs, life cycles, and characteristics of organisms in their environment

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Investigate and compare needs, life cycles, and characteristics of organisms in their environment
4.0			<ul style="list-style-type: none"> Use inferences and applications that go beyond the standards.
3.0	4th	Content: K.12A K.13ACD SEPs: K.1CDEFG, K.3ABC RTC: 5AG	I can: <ul style="list-style-type: none"> Identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle. Identify ways the young plant resembles the parent plant. Communicate thinking using diagrams/illustrations, labels, and sentences.
2.5			<ul style="list-style-type: none"> In addition to 2.0 content, partial knowledge of 3.0 is evident
2.0		Content: K.12A K.13ACD SEPs: K.1CDEFG, K.3ABC RTC: 5AG	I can: <ul style="list-style-type: none"> Identify the structures of plants, including roots, stems, leaves, flowers, and fruits. Communicate observations and data using diagrams/illustrations and labels.
1.5			<ul style="list-style-type: none"> In addition to 1.0 content, partial knowledge of 2.0 is evident
1.0		Content: K.12A K.13ACD SEPs: K.1CDEFG, K.3ABC RTC: 5AG	I can: <ul style="list-style-type: none"> Identify the dependence of plants on such air, sunlight, water, food/nutrients in the soil, and space to grow. Observe the dependence of plants on such air, sunlight, water, food/nutrients in the soil, and space to grow. Communicate observations.
0.5			<ul style="list-style-type: none"> With help, partial understanding of the 1.0 content is evident. With help, communicate observations.

