

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:

1.6A classify objects by observable physical properties, including, shape, color, and texture, and attributes such as larger and smaller and heavier and lighter

1.6C demonstrate and explain that a whole object is a system made of organized parts such as a toy that can be taken apart and put back together (NEW)

Changes to the TEKS In Matter and its Properties:

- This is a priority TEKS. No changes in this TEKS from the previous year.
- This progression has changed. Heat will be assessed in the 2nd 9 weeks. This progression covers the physical properties of matter.

Additional TEKS to be taught:

1.6B explain and predict changes in materials caused by heating and cooling. Connections to this TEKS can be made in the Force, Motion, and Energy unit.

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	1st	Content: 1.6AC SEPs: 1.1CDEF 1.3BC RTC: 5CE	I can: <ul style="list-style-type: none"> Demonstrate that a whole object is a system made of parts. Explain that a whole object is a system made of parts. 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: 1.6A SEPs: 1.1CDEF 1.3BC RTC: 5CE	I can: <ul style="list-style-type: none"> Use the physical properties of matter to classify objects by their shape, color, texture, smaller/larger, and heavier/lighter. 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: 1.6A SEPs: 1.1CDEF 1.3BC RTC: 1.5CDE	I can: <ul style="list-style-type: none"> Observe and use various science tools to record the physical properties of objects including shape, color, texture, smaller/larger and heavier/lighter. 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:

1.8A investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer (NEW)

1.8B describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake (NEW)

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

1.7A explain how pushes and pulls can start, stop, or change the speed or direction of an object's motion; (NEW)

1.7B plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion. (NEW)

Changes to the TEKS In Force, Motion, and Energy:

- These are priority TEKS. The TEKS in this unit have all changed.
- The students will need guidance and support as they plan and conduct a descriptive investigation. A descriptive investigation does not have a hypothesis and focuses on making observations and measuring. An example of this type of investigation might be: How many cm do snails move in 10 minutes?
- Students do not study light or sound energy.
- Students do not explore magnets.
- The ways objects can move have been removed from 1st grade.

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	2nd	Content: 1.7AB, 1.8AB SEPs: 1.1ABCDEF 1.2B, 1.3AB RTC: 1.5BEG	I can: <ul style="list-style-type: none"> Describe how some changes caused by heat may be reversed while other changes cannot be reversed. Plan and conduct an investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion. 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: 1.7AB, 1.8AB SEPs: 1.1ABCDEF 1.2B, 1.3ABC RTC: 1.5BEG	I can: <ul style="list-style-type: none"> Describe how heat is used in everyday life. Observe and explain how pushes and pulls can change the speed or direction of an object's motion. 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: 1.7AB, 1.8AB SEPs: 1.1ABCDEF 1.2B, 1.3ABC RTC: 1.5BEG	I can: <ul style="list-style-type: none"> Investigate how heat is used in everyday life. Observe and explain how pushes and pulls can start and stop an object's motion. 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 that can be observed in systems and processes. The student is expected to:

1.10A Investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand

1.10B investigate and describe how water can move rock and soil particles from one place to another (NEW)

1.10C compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater

Changes to the TEKS In Earth and Space:

- These are priority TEKS. The priority TEKS in this unit are mostly the same.
- Be sure in 1.10A that students document the properties as well as the components on soil. Components can be items like sticks and organic matter.
- TEKS 1.11A includes humans, **plants, and animals.**
- 1st grade students no longer observe and record changes in objects in the sky like the Moon.
- Demonstrating that air is all around us has been moved to kindergarten.

Additional TEKS to be taught:

1.10.D describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices

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

1.11A Identify and describe how plants, animals, and humans use rocks, soil, and water.

1.11B explain why water conservation is important

1.11C describe ways to conserve water such as turning off the faucet when brushing teeth and protect natural sources of water such as keeping trash out of bodies of water

Earth and space. The student knows that the natural world has recognizable patterns. The student is expected to:

1.9 describe and predict the patterns of seasons of the year such as the order of occurrence and changes in nature

Describe, compare, and demonstrate cycles, patterns, and systems in Earth & 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 standards.
3.0	3rd	Content: 1.10C SEPs: 1.1ACDEF 1.2A 1.3AB RTC: 1.5CEG	I can: <ul style="list-style-type: none"> Compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater. 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: 1.10AB SEPs: 1.1ACDEF 1.2A 1.3AB RTC: 1.5CEG	I can: <ul style="list-style-type: none"> Record the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand. Investigate and describe how water can move rock and soil particles from one place to another. 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: 1.10AC SEPs: 1.1ACDEF 1.2A 1.3AB RTC: 1.5CEG	I can: <ul style="list-style-type: none"> Investigate the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand. Describe the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater. 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 the environment is composed of relationships between living organisms and nonliving components. The student is expected to:

1.12A classify living and nonliving things based upon whether they have basic needs and produce young

1.12B describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums

1.12C identify and illustrate how living organisms depend on each other through food chains

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:

1.13A identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival

Changes to the TEKS:

- The study of animals is a priority topic. These TEKS are basically the same. Content over plants was assessed in kindergarten.
- The terminology has changed in some standards such as:
 - Components instead of parts
 - Structures instead of basic parts
- The animals studied in life cycles should include a bird, a mammal, and a fish. Previously, it was a chicken, a frog, or fish.
- 1st Grade students no longer identify and compare plant parts.

Additional TEKS to be taught:

1.13B record observations of and describe basic life cycles of animals, including a bird, a mammal, and a fish

1.13C compare ways that young animals resemble their parents.

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		Content: 1.12ABC 1.13A SEPs: 1.1EF, 1.2A 1.3AB RTC: 1.5FG	I can: <ul style="list-style-type: none"> Identify and illustrate how living organisms depend on each other through food chains. Compare the external structures of different animals and how they help different animals live, move, and meet their basic needs. 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: 1.12ABC 1.13A SEPs: 1.1EF, 1.2A 1.3AB RTC: 1.5FG	I can: <ul style="list-style-type: none"> Describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums. Record how the external structures of different animals and how they help different animals live, move, and meet their basic needs. 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: 1.12ABC 1.13A SEPs: 1.1EF, 1.2A 1.3AB RTC: 1.5FG	I can: <ul style="list-style-type: none"> Classify living and nonliving things based upon whether they have basic needs and produce young. Identify the external structures of different animals that help different animals live, move, and meet their basic needs. 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.

