1st Grade Science

The purpose of this document is to clarify what students should know and be able to do in each quarter.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.).

Teachers will report on the competencies using the **Grading Progressions** which are comprised of three proficiency levels (developing (DV), progressing (PG), and proficient (PF)) and defines the knowledge and skills students will master on their pathway to proficiency. The Grading Progressions for each Competency are below the yearlong outline of the Competencies. The Grading Progressions define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on each individual competency looks like in a particular unit, please see the **Public Overview** document for the course.

Students who receive a mark of "**Proficient**" meet the grade level expectation for that Competency.

Competencies	Q 1	Q 2	Q 3	Q 4
C1 Matter and its Properties The student classifies objects by physical properties, explains and predicts changes in materials caused by heating and cooling, and explains that a whole object is a system made of organized parts.	X			
C2 Forces and Motion The student plans and conducts an investigation to predict and explain how forces change the speed or direction of an object's motion.	X	X		
C3 Energy The student describes applications of heat in everyday life and how some changes from heat are reversible or not reversible.		X		
C4 Patterns in the Natural World The student describes and predicts patterns of seasons.		X		
C5 Earth Materials and Systems The student records the properties of soil, describes how water moves rocks and soil, compares bodies of water, and describes characteristics of weather.		X	X	
C6 Uses of Earth Materials The student describes how organisms use Earth materials, explains the importance of water conservation, and describes ways to conserve water.			X	X
C7 Interactions within Environments The student classifies living and nonliving things, describes how organisms depend on living and nonliving things, and identifies how organisms depend on each other in a food chain.				X
C8 Structures and Growth of Organisms The student compares structures of different animals that help them survive, records the life cycles of different animals, and compares how young animals resemble their parents.				X

Grading Progression for Competency 6: Uses of Earth Materials

The student describes how organisms use Earth materials, explains the importance of water conservation, and describes ways to conserve water.

Developing	Progressing	Proficient
Makes or uses observations to identify and describe sources of fresh water.	Collects evidence about the amount of water used in everyday tasks.	Uses evidence to describe ways to conserve water and explain their effects. Uses evidence to explain why conserving water is important.

Grading Progression for Competency 7: Interactions within Environments

The student classifies living and nonliving things, describes how organisms depend on living and nonliving things, and identifies how organisms depend on each other in a food chain.

Developing	Progressing	Proficient
Makes or uses observations to identify components of an environment.	Makes or uses observations to sort components of an environment as alive or not alive.	Uses evidence to classify components of an environment as living or nonliving things. Records evidence of interactions and dependence between living and nonliving components of an environment.
Makes or uses observations to identify the basic needs of plants and animals.	Gathers evidence about how living things use and need living and nonliving of an environment.	Uses evidence to describe examples of interactions and dependence between living and nonliving components of an environment.
Makes or uses observations to identify interactions based on food.	Gathers evidence about how living organisms depend on each other based on food.	Develops food chain models to show how living organisms depend on each other based on food. Uses food chain models to identify how living organisms depend on each other based on food.

Grading Progression for Competency 8: Structures and Growth of Organisms

The student compares structures of different animals that help them survive, records the life cycles of different animals, and compares how young animals resemble their parents.

Developing	Progressing	Proficient
Makes or uses observations to describe how organisms interact with their environments.	Gathers data about the structures of different animals.	Uses evidence to identify the structures of different animals. Uses evidence to compare how the structures of different animals help them move and meet basic needs for survival.
Makes or uses observations to describe what animals need to grow.	Makes or uses observations of how animals grow and change.	Records observations as evidence of basic life cycles of animals, including birds, mammals, and fish. Uses evidence to describe basic life cycles of animals, including birds, mammals, and fish.
Makes or uses observations to describe basic life cycles of animals. Makes or uses observations to describe common structures of animals.	Gathers data about the structures of young animals and their parents.	Uses evidence to compare ways that young animals resemble their parents.