Subject	Chapter 112. Science			
Course Title	§112.13. Science, Grade 2, Beginning with School Year 2010-2011.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(a) Introduction.				
(1) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process."				
(2) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.				
(3) The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes, including inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information, while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 60% of instructional time.				
(4) In Grade 2, careful observation and investigation are used to learn about the natural world and reveal patterns, changes, and cycles. Students should understand that certain types of questions can be answered by using observation and investigations and that the information gathered in these may change as new observations are made. As students participate in investigation, they develop the skills necessary to do science as well as develop new science concepts. (A) Within the physical environment, students expand their understanding of the properties of objects such as shape, mass, temperature, and flexibility then use those properties to compare, classify, and then combine the objects to do something that they could not do before. Students manipulate objects to demonstrate a change in motion and position. (B) Within the natural environment, students will observe the properties of earth materials as well as predictable patterns that occur on Earth and in the sky. The students understand that those patterns are used to make choices in clothing, activities, and transportation. (C) Within the living environment, students explore patterns, systems, and cycles by investigating characteristics of organisms, life cycles, and interactions among all the components within their habitat. Students examine how living organisms depend on each other and on their environment.				
(b) Knowledge and skills.				
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(i) identify safe practices as described in the Texas Safety Standards during classroom investigations, including wearing safety goggles		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(ii) identify safe practices as described in the Texas Safety Standards during classroom investigations, including washing hands		

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(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(iii) identify safe practices as described in the Texas Safety Standards during classroom investigations, including using materials appropriately		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(iv) identify safe practices as described in the Texas Safety Standards during outdoor investigations, including wearing safety goggles		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(v) identify safe practices as described in the Texas Safety Standards during outdoor investigations, including washing hands		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(vi) identify safe practices as described in the Texas Safety Standards during outdoor investigations, including using materials appropriately		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(vii) demonstrate safe practices as described in the Texas Safety Standards during classroom investigations, including wearing safety goggles		

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(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(viii) demonstrate safe practices as described in the Texas Safety Standards during classroom investigations, including washing hands		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(ix) demonstrate safe practices as described in the Texas Safety Standards during classroom investigations, including using materials appropriately		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(x) demonstrate safe practices as described in the Texas Safety Standards during outdoor investigations, including wearing safety goggles		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(xi) demonstrate safe practices as described in the Texas Safety Standards during outdoor investigations, including washing hands		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(A) 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	(xii) demonstrate safe practices as described in the Texas Safety Standards during outdoor investigations, including using materials appropriately		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(B) describe the importance of safe practices			
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(i) identify how to use natural resources		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(ii) identify how to conserve natural resources		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(iii) identify how to dispose of natural resources		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(iv) identify how to use materials		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(v) identify how to conserve materials		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(vi) identify how to dispose of materials		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(vii) demonstrate how to use natural resources		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(viii) demonstrate how to conserve natural resources		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(ix) demonstrate how to dispose of natural resources		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(x) demonstrate how to use materials		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(xi) demonstrate how to conserve materials		

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(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:	(C) 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	(xii) demonstrate how to dispose of materials		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(A) ask questions about organisms, objects, and events during observations and investigations	(i) ask questions about organisms during observations		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(A) ask questions about organisms, objects, and events during observations and investigations	(ii) ask questions about objects during observations		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(A) ask questions about organisms, objects, and events during observations and investigations	(iii) ask questions about events during observations		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(A) ask questions about organisms, objects, and events during observations and investigations	(iv) ask questions about organisms during investigations		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(A) ask questions about organisms, objects, and events during observations and investigations	(v) ask questions about objects during investigations		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(A) ask questions about organisms, objects, and events during observations and investigations	(vi) ask questions about events during investigations		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(B) plan and conduct descriptive investigations such as how organisms grow	(i) plan descriptive investigations		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(B) plan and conduct descriptive investigations such as how organisms grow	(ii) conduct descriptive investigations		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(C) collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools	(i) collect data from observations using simple equipment		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(D) record and organize data using pictures, numbers, and words	(i) record data using pictures		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(D) record and organize data using pictures, numbers, and words	(ii) record data using numbers		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(D) record and organize data using pictures, numbers, and words	(iii) record data using words		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(D) record and organize data using pictures, numbers, and words	(iv) organize data using pictures		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(D) record and organize data using pictures, numbers, and words	(v) organize data using numbers		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(D) record and organize data using pictures, numbers, and words	(vi) organize data using words		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(E) communicate observations and justify explanations using student-generated data from simple descriptive investigations	(i) communicate observations using student-generated data from simple descriptive investigations		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(E) communicate observations and justify explanations using student-generated data from simple descriptive investigations	(ii) justify explanations using student-generated data from simple descriptive investigations		

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(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(F) compare results of investigations with what students and scientists know about the world	(i) compare results of investigations with what students know about the world		
(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:	(F) compare results of investigations with what students and scientists know about the world	(ii) compare results of investigations with what scientists know about the world		
(3) Scientific investigation and reasoning. 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:	(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	(i) identify a problem in his/her own words		
(3) Scientific investigation and reasoning. 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:	(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	(ii) explain a problem in his/her own words		
(3) Scientific investigation and reasoning. 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:	(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	(iii) propose a task for the problem		
(3) Scientific investigation and reasoning. 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:	(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	(iv) propose a solution for the problem		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Scientific investigation and reasoning. 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) make predictions based on observable patterns			
(3) Scientific investigation and reasoning. 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:	(C) identify what a scientist is and explore what different scientists do	(i) identify what a scientist is		
(3) Scientific investigation and reasoning. 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:	(C) identify what a scientist is and explore what different scientists do	(ii) explore what different scientists do		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(i) collect information using tools, including computers		

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(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(ii) collect information using tools, including hand lenses		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(iii) collect information using tools, including rulers		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(iv) collect information using tools, including primary balances		

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(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(v) collect information using tools, including plastic beakers		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(vi) collect information using tools, including magnets		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(vii) collect information using tools, including collecting nets		

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(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(viii) collect information using tools, including safety goggles		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(ix) collect information using tools, including timing devices, including clocks		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(x) collect information using tools, including timing devices, including stopwatches		

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(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xi) collect information using tools, including weather instruments		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xii) collect information using tools, including materials to support observations of habitats of organisms		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xiii) record information using tools, including computers		

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(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xiv) record information using tools, including notebooks		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xv) compare information using tools, including computers		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xvi) compare information using tools, including hand lenses		

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(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xvii) compare information using tools, including rulers		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xviii) compare information using tools, including primary balances		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xix) compare information using tools, including plastic beakers		

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(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xx) compare information using tools, including magnets		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xxi) compare information using tools, including collecting nets		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xxii) compare information using tools, including notebooks		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xxiii) compare information using tools, including timing devices, including clocks		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xxiv) compare information using tools, including timing devices, including stopwatches		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xxv) compare information using tools, including weather instruments		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(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	(xxvi) compare information using tools, including materials to support observations of habitats of organisms		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(B) measure and compare organisms and objects using non-standard units that approximate metric units	(i) measure organisms using non-standard units that approximate metric units		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(B) measure and compare organisms and objects using non-standard units that approximate metric units	(ii) measure objects using non-standard units that approximate metric units		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(B) measure and compare organisms and objects using non-standard units that approximate metric units	(iii) compare organisms using non-standard units that approximate metric units		
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	(B) measure and compare organisms and objects using non-standard units that approximate metric units	(iv) compare objects using non-standard units that approximate metric units		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Matter and energy. 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:	(A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid	(i) classify matter by physical properties, including shape		
(5) Matter and energy. 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:	(A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid	(ii) classify matter by physical properties, including relative mass		
(5) Matter and energy. 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:	(A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid	(iii) classify matter by physical properties, including relative temperature		
(5) Matter and energy. 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:	(A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid	(iv) classify matter by physical properties, including texture		
(5) Matter and energy. 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:	(A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid	(v) classify matter by physical properties, including flexibility		
(5) Matter and energy. 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:	(A) classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid	(vi) classify matter by physical properties, including whether material is a solid or liquid		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Matter and energy. 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) compare changes in materials caused by heating and cooling	(i) compare changes in materials caused by heating		
(5) Matter and energy. 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) compare changes in materials caused by heating and cooling	(ii) compare changes in materials caused by cooling		
(5) Matter and energy. 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:	(C) demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting	(i) demonstrate that things can be done to materials to change their physical properties		
(5) Matter and energy. 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:	(D) 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	(i) combine materials that when put together can do things that they cannot do by themselves		
(5) Matter and energy. 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:	(D) 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	(ii) justify the selection of those materials based on their physical properties		
(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:	(A) 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	(i) investigate the effects on an object by increasing or decreasing amounts of light		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:	(A) 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	(ii) investigate the effects on an object by increasing or decreasing amounts of heat		
(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:	(A) 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	(iii) investigate the effects on an object by increasing or decreasing amounts of sound energy		
(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:	(B) observe and identify how magnets are used in everyday life	(i) observe how magnets are used in everyday life		
(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:	(B) observe and identify how magnets are used in everyday life	(ii) identify how magnets are used in everyday life		
(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:	(C) 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	(i) trace the changes in the position of an object over time		
(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:	(D) compare patterns of movement of objects such as sliding, rolling, and spinning	(i) compare patterns of movement of objects		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(A) observe and describe rocks by size, texture, and color	(i) observe rocks by size		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(A) observe and describe rocks by size, texture, and color	(ii) observe rocks by texture		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(A) observe and describe rocks by size, texture, and color	(iii) observe rocks by color		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(A) observe and describe rocks by size, texture, and color	(iv) describe rocks by size		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(A) observe and describe rocks by size, texture, and color	(v) describe rocks by texture		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(A) observe and describe rocks by size, texture, and color	(vi) describe rocks by color		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(B) identify and compare the properties of natural sources of freshwater and saltwater	(i) identify the properties of natural sources of freshwater		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(B) identify and compare the properties of natural sources of freshwater and saltwater	(ii) identify the properties of natural sources of saltwater		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(B) identify and compare the properties of natural sources of freshwater and saltwater	(iii) compare the properties of natural sources of freshwater		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(B) identify and compare the properties of natural sources of freshwater and saltwater	(iv) compare the properties of natural sources of saltwater		
(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	(C) distinguish between natural and manmade resources			

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(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(i) measure weather information, including temperature		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(ii) measure weather information, including wind conditions		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(iii) measure weather information, including precipitation		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(iv) measure weather information, including cloud coverage		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(v) record weather information, including temperature		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(vi) record weather information, including wind conditions		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(vii) record weather information, including precipitation		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(viii) record weather information, including cloud coverage		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(ix) graph weather information, including temperature, in order to identify patterns in the data		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(x) graph weather information, including wind conditions, in order to identify patterns in the data		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(xi) graph weather information, including precipitation, in order to identify patterns in the data		
(8) 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:	(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data	(xii) graph weather information, including cloud coverage, in order to identify patterns in the data		
(8) 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:	(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation	(i) identify the importance of weather to make choices in clothing		
(8) 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:	(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation	(ii) identify the importance of weather to make choices in activities		
(8) 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:	(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation	(iii) identify the importance of weather to make choices in transportation		
(8) 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:	(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation	(iv) identify the importance of seasonal information to make choices in clothing		

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(8) 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:	(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation	(v) identify the importance of seasonal information to make choices in activities		
(8) 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:	(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation	(vi) identify the importance of seasonal information to make choices in transportation		
(8) 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:	(C) explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions	(i) explore the processes in the water cycle, including evaporation, as connected to weather conditions		
(8) 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:	(C) explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions	(ii) explore the processes in the water cycle, including condensation, as connected to weather conditions		
(8) 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:	(C) explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions	(iii) explore the processes in the water cycle, including precipitation, as connected to weather conditions		
(8) 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:	(D) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon	(i) observe patterns of objects in the sky, including the appearance of the Moon		
(8) 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:	(D) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon	(ii) describe patterns of objects in the sky, including the appearance of the Moon		
(8) 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:	(D) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon	(iii) record patterns of objects in the sky, including the appearance of the Moon		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(9) Organisms and environments. 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:	(A) identify the basic needs of plants and animals	(i) identify the basic needs of plants		
(9) Organisms and environments. 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:	(A) identify the basic needs of plants and animals	(ii) identify the basic needs of animals		
(9) Organisms and environments. 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) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things	(i) identify factors in the environment including temperature that affect growth		
(9) Organisms and environments. 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) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things	(ii) identify factors in the environment including temperature that affect behavior		
(9) Organisms and environments. 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) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things	(iii) identify factors in the environment including precipitation that affect growth		
(9) Organisms and environments. 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) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things	(iv) identify factors in the environment including precipitation that affect behavior		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(9) Organisms and environments. 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:	(C) 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	(i) compare the ways living organisms depend on each other		
(9) Organisms and environments. 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:	(C) 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	(ii) compare the ways living organisms depend on their environments		
(9) Organisms and environments. 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:	(C) 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	(iii) give examples of the ways living organisms depend on each other		
(9) Organisms and environments. 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:	(C) 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	(iv) give examples of the ways living organisms depend on their environments		
(10) Organisms and environments. 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:	(A) 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	(i) observe how the physical characteristics of animals help them meet their basic needs		
(10) Organisms and environments. 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:	(A) 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	(ii) observe how the behaviors of animals help them meet their basic needs		

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(10) Organisms and environments. 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:	(A) 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	(iii) record how the physical characteristics of animals help them meet their basic needs		
(10) Organisms and environments. 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:	(A) 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	(iv) record how the behaviors of animals help them meet their basic needs		
(10) Organisms and environments. 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:	(A) 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	(v) compare how the physical characteristics of animals help them meet their basic needs		
(10) Organisms and environments. 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:	(A) 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	(vi) compare how the behaviors of animals help them meet their basic needs		
(10) Organisms and environments. 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) observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant	(i) observe how the physical characteristics of plants help them meet their basic needs		

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(10) Organisms and environments. 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) observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant	(ii) record how the physical characteristics of plants help them meet their basic needs		
(10) Organisms and environments. 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) observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant	(iii) compare how the physical characteristics of plants help them meet their basic needs		
(10) Organisms and environments. 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:	(C) investigate and record some of the unique stages that insects undergo during their life cycle	(i) investigate some of the unique stages that insects undergo during their life cycle		
(10) Organisms and environments. 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:	(C) investigate and record some of the unique stages that insects undergo during their life cycle	(ii) record some of the unique stages that insects undergo during their life cycle		