



TEKS Curriculum Framework for STAAR Alternate 2

Grade 5 Science

STAAR Alternate 2 Science Instructional Terms

The curriculum that will be assessed each year for STAAR Alternate 2 is determined by the essence statements that are selected for each administration. Teachers should refer to the Curriculum Framework documents for each selected essence statement to locate the prerequisite skills that are linked to that essence statement. Instruction should focus on the listed prerequisite skills. The teacher should determine what skills have been mastered and which need to be taught according to the developmental level of the student. The goal should be to assist the student in attaining the highest academic level the student is capable of within a given year. In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. The following list includes the terms for all the essence statements and not just the ones selected for a given administration. Students need to become familiar with these terms as the student is developmentally able to comprehend the content. Students in higher grades need to also know the terms presented in earlier grades.

Grade 5 Science

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| universe: planets, moon, sun, stars, Earth | conserve/conserving | organism |
| states of matter: solid, liquid, gas | natural resources | living/non-living |
| physical properties: sphere, mass, magnetism, texture | land forms: valleys, canyons, mountains | developmental stages: young, adult |
| | water sources: streams, lakes, oceans | characteristics/parts: plant, animal |
| energy: heat, sound, light, mechanical | water cycle: precipitation, evaporation, condensation | habitat |
| nectar/pollen | absorb/absorption | seasons: climate, weather conditions |
| nutrients/nutrition | life cycles: larva, mature, seedling, pupa | survive |

Grade 8 Science

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|------------------|---------------------------------|-----------------------|
| mixture/solution | erosion | force |
| substance | ecosystem | pulley/inclined plane |
| strainer | food chain/food web/food source | harvested |
| environment | omnivore | friction |
| phase | migration, migrating | electricity/current |
| weathering | investigation | kilogram |
| mammals | thermal energy | beaker |
| bud | | |

Biology

| | | |
|---------------------|--------------------------|--|
| metamorphosis/nymph | structures | cell, vacuole |
| traits | absorption, absorb | organ |
| inherited | hibernation | systems: circulatory, digestive, respiratory, nervous, skeletal, digestive |
| learned behaviors | flow of energy | |
| survival | producer/consumer | kingdom: plant (Plantae), animal (Animalia) |
| adaptations | interdependence | fungi (Fungi) |
| function | mutualistic relationship | plankton |

| STAAR Reporting Category 1 – Matter and Energy: The student will demonstrate an understanding of the properties of matter and energy and their interactions. | |
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| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations |
| <p>(5.5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to</p> <p>(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy; Readiness Standard</p> <p>(B) identify the boiling and freezing/ melting points of water on the Celsius scale; Supporting Standard</p> <p>(C) demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand; Supporting Standard</p> <p>(D) identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water. Supporting Standard</p> <p>(3.5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to</p> <p>(C) predict, observe, and record changes in the state of matter caused by heating or cooling. Supporting Standard</p> | <p>Identifies and classifies matter by its physical properties and determines how matter is changed.</p> |
| 5.5 Prerequisite Skills/Links to TEKS Vertical Alignment | |
| 5.5 | <p><i>Characteristics and Properties of Matter</i></p> <ul style="list-style-type: none"> • compare and contrast a variety of mixtures and solutions such as rocks in sand, sand in water, or sugar in water • predict the changes caused by heating and cooling such as ice becoming liquid water and condensation forming on the outside of a glass of ice water • measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float |

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| 5.5 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | <ul style="list-style-type: none">• explore and recognize that a mixture is created when two materials are combined such as gravel and sand and metal and plastic paper clips• predict, observe and record changes in the state of matter caused by heating or cooling• describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container• measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float• 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• demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting• compare changes in materials caused by heating and cooling• classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid• predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating• classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture• observe, record, and discuss how materials can be changed by heating or cooling• observe and record properties of objects, including relative size and mass, such as bigger or smaller and heavier or lighter, shape, color, and texture <p>Physical science skills</p> <ul style="list-style-type: none">• describe, observe, and investigate properties and characteristics of common objects |

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Force, Motion, and Energy: The student will demonstrate an understanding of force, motion, and energy and their relationships.

| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations |
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| <p>(5.6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to</p> <ul style="list-style-type: none"> (A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy; Readiness Standard (B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound; Readiness Standard (C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water; Readiness Standard (D) design an experiment that tests the effect of force on an object. Supporting Standard <p>(3.6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to</p> <ul style="list-style-type: none"> (B) demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons. Supporting Standard | <p>Recognizes force, motion, and energy and their relationships.</p> |

5.6 Prerequisite Skills/Links to TEKS Vertical Alignment

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| | <p><i>Force and Motion</i></p> <ul style="list-style-type: none"> • design an experiment to test the effect of force on an object such as a push or a pull, gravity, friction, or magnetism • observe forces such as magnetism and gravity acting on objects • demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons • compare patterns of movement of objects such as sliding, rolling, and spinning • 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 • observe and identify how magnets are used in everyday life |
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5.6**Prerequisite Skills/Links to TEKS Vertical Alignment**

- demonstrate and record the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow
- describe the change in the location of an object such as closer to, nearer to, and farther from
- predict and describe how a magnet can be used to push or pull an object
- observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow
- observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside
- explore interactions between magnets and various materials

Energy in Its Many Forms

- differentiate between conductors and insulators
- differentiate among forms of energy, including mechanical, sound, electrical, light, and heat/ thermal
- explore different forms of energy, including mechanical, light, sound, and heat/ thermal in everyday life
- 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
- identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life
- use the five senses to explore different forms of energy such as light, heat, and sound

Physical science skills

- investigate and describe sources of energy including light, heat, and electricity
- investigate and describe position and motion of objects

Electricity and Magnetism

- demonstrate that electricity travels in a closed path, creating an electrical circuit, and explore an electromagnetic field

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.

| <p>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</p> | <p>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</p> |
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| <p>(5.7) Earth and space. The student knows Earth’s surface is constantly changing and consists of useful resources. The student is expected to</p> <p>(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels; Readiness Standard</p> <p>(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth’s surface by wind, water, and ice; Readiness Standard</p> <p>(C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels; Readiness Standard</p> <p>(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models. Supporting Standard</p> <p>(4.7) Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to</p> <p>(A) examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants; Supporting Standard</p> <p>(C) identify and classify Earth’s renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation. Supporting Standard</p> <p>(3.7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to</p> <p>(B) investigate rapid changes in Earth’s surface such as volcanic eruptions, earthquakes, and landslides. Supporting Standard</p> | <p>Knows that Earth’s surface is constantly changing and consists of useful resources.</p> |

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5.7

Prerequisite Skills/Links to TEKS Vertical Alignment

Earth: Rock, Soil, and Water

- identify and classify Earth’s renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation
- examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants
- explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved
- distinguish between natural and manmade resources
- identify and compare the properties of natural sources of freshwater and saltwater
- observe and describe rocks by size, texture, and color
- gather evidence of how rocks, soil, and water help to make useful products
- identify and describe a variety of natural sources of water, including streams, lakes, and oceans
- observe, compare, describe, and sort components of soil by size, texture, and color
- give examples of ways rocks, soil, and water are useful
- observe and describe physical properties of natural sources of water, including color and clarity
- observe, describe, compare, and sort rocks by size, shape, color, and texture

Earth and space science skills

- demonstrate the importance of caring for our environment and our planet
- identify, compare, discuss earth materials, and their properties and uses

Earth: Formation of Earth’s Surface and Earth’s Resources

- observe and identify slow changes to Earth’s surface caused by weathering, erosion, and deposition from water, wind, and ice
- identify and compare different landforms, including mountains, hills, valleys, and plains
- investigate rapid changes in Earth’s surface such as volcanic eruptions, earthquakes, and land slides
- explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.

| <p>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</p> | <p>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</p> |
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| <p>(5.8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to</p> <ul style="list-style-type: none"> (A) differentiate between weather and climate; Supporting Standard (B) explain how the Sun and the ocean interact in the water cycle; Supporting Standard (C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/ night cycle and the apparent movement of the Sun across the sky; Readiness Standard (D) identify and compare the physical characteristics of the Sun, Earth, and Moon. Supporting Standard <p>(4.8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to</p> <ul style="list-style-type: none"> (A) measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key; Supporting Standard (B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process; Supporting Standard (C) collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time. Supporting Standard <p>(3.8) Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to</p> <ul style="list-style-type: none"> (D) identify the planets in Earth’s solar system and their position in relation to the Sun. Supporting Standard | <p>Recognizes patterns in the natural world and among the Sun, Earth, and Moon system.</p> |

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| 5.8 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | <p><i>Earth: Seasons, Climate, and Weather</i></p> <ul style="list-style-type: none"> • collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time • describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process • measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key • describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle • observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation • explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions • identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation • measure, record and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data • demonstrate that air is all around us and observe that wind is moving air • identify characteristics of the seasons of the year and day and night • record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy • identify events that have repeating patterns, including seasons of the year and day and night • observe and describe weather changes from day to day and over seasons <p><i>Space: The Solar System and the Universe</i></p> <ul style="list-style-type: none"> • identify the planets in Earth’s solar system and their position in relation to the Sun • construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions • observe, describe, and record patterns of objects in the sky, including the appearance of the Moon • observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun • observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun <p>Earth and space science skills</p> <ul style="list-style-type: none"> • observe and describe what happens during changes in the earth and sky • identify, observe, and discuss objects in the sky |

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Organisms and Environments: The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.

| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations |
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| <p>(5.9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to</p> <p>(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements; Readiness Standard</p> <p>(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers; Readiness Standard</p> <p>(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways; Supporting Standard</p> <p>(D) identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals. Supporting Standard</p> <p>(3.9) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to</p> <p>(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem. Supporting Standard</p> | <p>Knows that there are relationships and characteristics within environments that support organisms.</p> |

5.9 Prerequisite Skills/Links to TEKS Vertical Alignment

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| | <p><i>Environment: How Organisms Depend on Each Other and Their Environment</i></p> <ul style="list-style-type: none"> describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web such as a fire in a forest investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food |
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5.9

Prerequisite Skills/Links to TEKS Vertical Alignment

- describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations
- identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field
- observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem
- 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
- gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter
- analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver

Life sciences skills

- recognize, observe, and discuss the relationship of organisms to their environments
- identify and describe the characteristics of organisms

Environment: Identify How Organisms Meet Their Basic Needs

- observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant
- 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
- identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things
- identify the basic needs of plants and animals
- identify and compare the parts of plants
- sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring
- identify parts of plants such as roots, stem and leaves and parts of animals such as head, eyes, and limbs
- sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape
- examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants
- differentiate between living and nonliving things based upon whether they have basic needs and produce offspring

Personal safety and health skills

- identify good habits of nutrition and exercise
- practice good habits of personal health and hygiene

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Organisms and Environments: The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.

| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations |
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| <p>(5.10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to</p> <p>(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals; Readiness Standard</p> <p>(B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle; Readiness Standard</p> <p>(C) describe the differences between complete and incomplete metamorphosis of insects. Supporting Standard</p> <p>(3.10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to</p> <p>(C) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs. Supporting Standard</p> | <p>Knows that organisms undergo life processes and have structures that help them survive within their environments.</p> |

5.10 Prerequisite Skills/Links to TEKS Vertical Alignment

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| <p><i>Environment: Adaptations and Biological Evolution</i></p> <ul style="list-style-type: none"> • explore how adaptations enable organisms to survive in their environment such as comparing birds’ beaks and leaves on plants • explore how structures and functions of plants and animals allow them to survive in a particular environment • investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats <p><i>Organisms: Inherited Traits and Learned Behaviors</i></p> <ul style="list-style-type: none"> • demonstrate that some likenesses between parents and offspring are inherited, passed from generation to generation such as eye color in humans or shapes of leaves in plants. Other likenesses are learned such as table manners or reading a book and seals balancing balls on their noses • explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food |
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| 5.10 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|------|--|
| | <ul style="list-style-type: none">• compare ways that young animals resemble their parents• identify ways that young plants resemble the parent plant <p><i>Organisms: Life Cycles</i></p> <ul style="list-style-type: none">• explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans• investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs• investigate and record some of the unique stages that insects undergo during their life cycle• observe and record life cycles of animals such as a chicken, frog, or fish• observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit <p>Life sciences skills</p> <ul style="list-style-type: none">• describe life cycles of organisms |

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Process Skills – Scientific Investigation and Reasoning Standards: Scientific investigation and reasoning standards will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.

**TEKS Knowledge and Skills Statement/
STAAR-Tested Student Expectations**

(5.1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to
 (A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations;
 (B) make informed choices in the conservation, disposal, and recycling of materials.

5.1 Prerequisite Skills/Links to TEKS Vertical Alignment

Demonstrate Home and School Safety Practices

- demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations
- use safety equipment as appropriate, including safety goggles and gloves
- demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat
- describe the importance of safe practices
- recognize the importance of safe practices to keep self and others safe and healthy
- recognize 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
- 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
- discuss the importance of safe practices to keep self and others safe and healthy

Personal safety and health skills

- practice good habits of personal safety

Use and Conservation of School Resources and Laboratory Materials

- make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic
- make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics
- 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

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| 5.1 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | <ul style="list-style-type: none">• identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals• demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal |

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Process Skills – Scientific Investigation and Reasoning Standards: Scientific investigation and reasoning standards will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.

TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(5.2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to

- (A) describe, plan, and implement simple experimental investigations testing one variable;
- (B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;
- (C) collect information by detailed observations and accurate measuring;
- (D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;
- (E) demonstrate that repeated investigations may increase the reliability of results;
- (F) communicate valid conclusions in [both] written [and verbal] form[s];
- (G) construct appropriate simple graphs, tables, maps, and charts [using technology, including computers,] to organize, examine, and evaluate information.

5.2

Prerequisite Skills/Links to TEKS Vertical Alignment

Plan and Conduct Investigations

- plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/ her questions
- plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world
- plan and conduct descriptive investigations such as how organisms grow
- ask questions about organisms, objects, and events during observations and investigations
- plan and conduct simple descriptive investigations such as ways objects move
- ask questions about organisms, objects, and events observed in the natural world

Gather Information

- collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums
- collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps
- collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums

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5.2

Prerequisite Skills/Links to TEKS Vertical Alignment

- collect data by observing and measuring using the metric system and recognize differences between observed and measured data
- measure and compare organisms and objects using non-standard units that approximate metric units
- 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
- collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools
- record and organize data using pictures, numbers, and words
- measure and compare organisms and objects using non-standard units
- collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums
- collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools
- use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment
- collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums
- record and organize data and observations using pictures, numbers, and words

Physical science skills.

- use simple measuring devices to learn about objects

Organize Information

- construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data
- construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data
- compare results of investigations with what students and scientists know about the world

Analyze Evidence and Communicate Conclusions

- communicate valid, oral, and written results supported by data
- perform repeated investigations to increase the reliability of results
- analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured

Continued

| 5.2 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|-----|---|
| | <ul style="list-style-type: none">• in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student• demonstrate that repeated investigations may increase the reliability of results• communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion• analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations• communicate observations and justify explanations using student-generated data from simple descriptive investigations• communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations• communicate observations with others about simple descriptive investigations |

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Process Skills – Scientific Investigation and Reasoning Standards: Scientific investigation and reasoning standards will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.

TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(5.3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to

- (A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;
- (B) evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels;
- (C) draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works;
- (D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

5.3 Prerequisite Skills/Links to TEKS Vertical Alignment

Application of Science

- draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as for toys, food, and sunscreen
- draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food
- 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
- make predictions based on observable patterns
- identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/ her own words
- make predictions based on observable patterns in nature such as the shapes of leaves
- identify and explain a problem such as the impact of littering on the playground and propose a solution in his/ her own words

Gather Information

- collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums
- collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps

Continued

5.3

Prerequisite Skills/Links to TEKS Vertical Alignment

- collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums
- collect data by observing and measuring using the metric system and recognize differences between observed and measured data
- measure and compare organisms and objects using non-standard units that approximate metric units
- 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
- collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools
- record and organize data using pictures, numbers, and words
- measure and compare organisms and objects using non-standard units
- collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums
- collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools
- use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment
- collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums
- record and organize data and observations using pictures, numbers, and words

Physical science skills.

- use simple measuring devices to learn about objects

Organize Information

- construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data
- construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data
- compare results of investigations with what students and scientists know about the world

Continued

5.3**Prerequisite Skills/Links to TEKS Vertical Alignment***Analyze Evidence and Communicate Conclusions*

- communicate valid, oral, and written results supported by data
- perform repeated investigations to increase the reliability of results
- analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured
- in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student
- demonstrate that repeated investigations may increase the reliability of results
- communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion
- analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations
- communicate observations and justify explanations using student-generated data from simple descriptive investigations
- communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations
- communicate observations with others about simple descriptive investigations

Use Models

- represent the natural world using models such as rivers, stream tables, or fossils and identify their limitations, including accuracy and size
- represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials

History and Impact of Scientific Research

- connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists
- identify what a scientist is and explore what different scientists do
- describe what scientists do
- explore that scientists investigate different things in the natural world and use tools to help in their investigations

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Process Skills – Scientific Investigation and Reasoning Standards: Scientific investigation and reasoning standards will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.

TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(5.4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to

- (A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums;
- (B) use safety equipment, including safety goggles and gloves.

5.4 Prerequisite Skills/Links to TEKS Vertical Alignment

Gather Information

- collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums
- collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps
- collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums
- collect data by observing and measuring using the metric system and recognize differences between observed and measured data
- measure and compare organisms and objects using non-standard units that approximate metric units
- 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
- collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools
- record and organize data using pictures, numbers, and words
- measure and compare organisms and objects using non-standard units

Continued

5.4

Prerequisite Skills/Links to TEKS Vertical Alignment

- collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums
- collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools
- use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment
- collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums
- record and organize data and observations using pictures, numbers, and words

Physical science skills.

- use simple measuring devices to learn about objects

Demonstrate Home and School Safety Practices

- demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations
- use safety equipment as appropriate, including safety goggles and gloves
- demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat
- recognize the importance of safe practices to keep self and others safe and healthy
- describe the importance of safe practices
- recognize 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
- 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
- discuss the importance of safe practices to keep self and others safe and healthy

Personal safety and health skills

- practice good habits of personal safety

Organize Information

- construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data
- construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data
- compare results of investigations with what students and scientists know about the world

Continued

5.4 Prerequisite Skills/Links to TEKS Vertical Alignment*Analyze Evidence and Communicate Conclusions*

- communicate valid, oral, and written results supported by data
- perform repeated investigations to increase the reliability of results
- analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured
- in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student
- demonstrate that repeated investigations may increase the reliability of results
- communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion
- analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations
- communicate observations and justify explanations using student-generated data from simple descriptive investigations
- communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations
- communicate observations with others about simple descriptive investigations

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.