

Subject		Chapter 112. Science		
Course Title		§112.14. Science, Grade 3, Beginning with School Year 2010-2011.		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
<b>(a) Introduction.</b>				
(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 methods, analyzing information, making informed decisions, and using tools to collect and record information while addressing the content and vocabulary in physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 60% of instructional time.				
(4) In Grade 3, students learn that the study of science uses appropriate tools and safe practices in planning and implementing investigations, asking and answering questions, collecting data by observing and measuring, and by using models to support scientific inquiry about the natural world.				
(A) Students recognize that patterns, relationships, and cycles exist in matter. Students will investigate the physical properties of matter and will learn that changes occur. They explore mixtures and investigate light, sound, and heat/thermal energy in everyday life. Students manipulate objects by pushing and pulling to demonstrate changes in motion and position.				
(B) Students investigate how the surface of Earth changes and provides resources that humans use. As students explore objects in the sky, they describe how relationships affect patterns and cycles on Earth. Students will construct models to demonstrate Sun, Earth, and Moon system relationships and will describe the Sun's role in the water cycle.				
(C) Students explore patterns, systems, and cycles within environments by investigating characteristics of organisms, life cycles, and interactions among all components of the natural environment. Students examine how the environment plays a key role in survival. Students know that when changes in the environment occur organisms may thrive, become ill, or perish.				
<b>(b) Knowledge and skills.</b>				
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to:	(A) demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat	(i) demonstrate safe practices as described in the Texas Safety Standards during classroom investigations		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to:	(A) demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat	(ii) demonstrate safe practices as described in the Texas Safety Standards during outdoor investigations, including observing a schoolyard habitat		

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(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to:	(B) make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics	(i) make informed choices in the use of natural resources by recycling or reusing materials		
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to:	(B) make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics	(ii) make informed choices in the conservation of natural resources by recycling or reusing materials		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(A) 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	(i) plan descriptive investigations, including asking questions, to solve a specific problem in the natural world		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(A) 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	(ii) plan descriptive investigations, including answering questions, to solve a specific problem in the natural world		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(A) 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	(iii) plan descriptive investigations, including making inferences, to solve a specific problem in the natural world		

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(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(A) 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	(v) plan descriptive investigations, including using equipment or technology needed, to solve a specific problem in the natural world		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(A) 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	(vi) implement descriptive investigations, including asking questions, to solve a specific problem in the natural world		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(A) 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	(vii) implement descriptive investigations, including answering questions, to solve a specific problem in the natural world		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(A) 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	(viii) implement descriptive investigations, including making inferences, to solve a specific problem in the natural world		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(A) 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	(ix) implement descriptive investigations, including selecting equipment or technology needed, to solve a specific problem in the natural world		

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(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(B) collect data by observing and measuring using the metric system and recognize differences between observed and measured data	(i) collect data by observing		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(B) collect data by observing and measuring using the metric system and recognize differences between observed and measured data	(ii) collect data by measuring using the metric system		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(B) collect data by observing and measuring using the metric system and recognize differences between observed and measured data	(iii) recognize differences between observed and measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(i) construct maps using tools to organize measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(ii) construct maps using tools to examine measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(iii) construct maps using tools to evaluate measured data		

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(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(v) construct graphic organizers using tools to examine measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(vi) construct graphic organizers using tools to evaluate measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(vii) construct simple tables using tools to organize measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(viii) construct simple tables using tools to examine measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(ix) construct simple tables using tools to evaluate measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(x) construct charts using tools to organize measured data		

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(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xi) construct charts using tools to examine measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xii) construct charts using tools to evaluate measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xiii) construct bar graphs using tools to organize measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xiv) construct bar graphs using tools to examine measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xv) construct bar graphs using tools to evaluate measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xvi) construct maps using current technology to organize measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xvii) construct maps using current technology to examine measured data		

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(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xix) construct graphic organizers using current technology to organize measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xx) construct graphic organizers using current technology to examine measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xxi) construct graphic organizers using current technology to evaluate measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xxii) construct simple tables using current technology to organize measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xxiii) construct simple tables using current technology to examine measured data		
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(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xxix) construct bar graphs using current technology to examine measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	(xxx) construct bar graphs using current technology to evaluate measured data		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations	(i) analyze patterns in data to construct reasonable explanations based on evidence from investigations		

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(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(E) demonstrate that repeated investigations may increase the reliability of results			
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion	(i) communicate valid conclusions supported by data in writing		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion	(ii) communicate valid conclusions supported by data by drawing pictures		
(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:	(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion	(iii) communicate valid conclusions supported by data through verbal discussion		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(i) in all fields of science, analyze scientific explanations by using empirical evidence		

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(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(iii) in all fields of science, analyze scientific explanations by using experimental testing		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(iv) in all fields of science, analyze scientific explanations by using observational testing		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(v) in all fields of science, analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations		

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(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(vii) in all fields of science, evaluate scientific explanations by using logical reasoning		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(viii) in all fields of science, evaluate scientific explanations by using experimental testing		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(ix) in all fields of science, evaluate scientific explanations by using observational testing		

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(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(xi) in all fields of science, critique scientific explanations by using empirical evidence		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(xii) in all fields of science, critique scientific explanations by using logical reasoning		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(xiii) in all fields of science, critique scientific explanations by using experimental testing		

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(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making 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	(xv) in all fields of science, critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food	(i) draw inferences [about] product claims found in advertisements		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food	(ii) draw inferences [about] product claims found in labels		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food	(iii) evaluate accuracy of product claims found in advertisements		

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(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(C) represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials	(i) represent the natural world using models		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(C) represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials	(ii) identify [models'] limitations, including size		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(C) represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials	(iii) identify [models'] limitations, including properties		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(C) represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials	(iv) identify [models'] limitations, including materials		

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(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(i) connect grade-level appropriate science concepts with the history of science		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(ii) connect grade-level appropriate science concepts with science careers		
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(iii) connect grade-level appropriate science concepts with the contributions of scientists		
(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 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	(i) collect information using tools, including microscopes		

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(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 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	(ii) collect information using tools, including cameras		
(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 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	(iii) collect information using tools, including computers		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 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	(iv) collect information using tools, including hand lenses		
(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 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	(v) collect information using tools, including metric rulers		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 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	(vi) collect information using tools, including Celsius thermometers		
(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 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	(vii) collect information using tools, including wind vanes		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 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	(viii) collect information using tools, including rain gauges		
(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 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	(ix) collect information using tools, including pan balances		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 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	(x) collect information using tools, including graduated cylinders		
(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 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	(xi) collect information using tools, including beakers		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 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	(xii) collect information using tools, including spring scales		
(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 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	(xiii) collect information using tools, including hot plates		

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(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 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	(xiv) collect information using tools, including meter sticks		
(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 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	(xv) collect information using tools, including compasses		

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(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 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	(xvi) collect information using tools, including magnets		
(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 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	(xvii) collect information using tools, including collecting nets		

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(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 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	(xviii) collect information using tools, including sound recorders		
(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 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	(xix) collect information using tools, including Sun, Earth, and Moon system models		

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(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 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	(xx) collect information using tools, including timing devices, including clocks		
(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 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	(xxi) collect information using tools, including timing devices, including stopwatches		

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(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 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	(xxii) collect information using tools, including materials to support observation of habitats of organisms		
(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 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	(xxiii) record information using tools, including cameras		

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(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 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	(xiv) record information using tools, including computers		
(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 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	(xxv) record information using tools, including notebooks		

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(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 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	(xxvi) record information using tools, including timing devices, including stopwatches		
(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 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	(xxvii) analyze information using tools, including microscopes		

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(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 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	(xxviii) analyze information using tools, including cameras		
(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 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	(xxix) analyze information using tools, including computers		

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(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 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	(xxx) analyze information using tools, including hand lenses		
(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 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	(xxxi) analyze information using tools, including metric rulers		

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(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 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	(xxxii) analyze information using tools, including Celsius thermometers		
(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 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	(xxxiii) analyze information using tools, including wind vanes		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 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	(xxxiv) analyze information using tools, including rain gauges		
(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 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	(xxxv) analyze information using tools, including pan balances		

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(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 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	(xxxvi) analyze information using tools, including graduated cylinders		
(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 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	(xxxvii) analyze information using tools, including beakers		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 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	(xxxviii) analyze information using tools, including spring scales		
(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 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	(xxxix) analyze information using tools, including hot plates		

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(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 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	(xl) analyze information using tools, including meter sticks		
(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 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	(xli) analyze information using tools, including compasses		

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(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 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	(xlii) analyze information using tools, including magnets		
(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 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	(xliii) analyze information using tools, including collecting nets		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 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	(xlv) analyze information using tools, including notebooks		
(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 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	(xlv) analyze information using tools, including sound recorders		

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(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 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	(xlvii) analyze information using tools, including Sun, Earth, and Moon system models		
(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 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	(xlvii) analyze information using tools, including timing devices, including clocks		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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 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	(xlviii) analyze information using tools, including timing devices, including stopwatches		
(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 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	(xlix) analyze information using tools, including materials to support observation of habitats of organisms		
(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:	(B) use safety equipment as appropriate, including safety goggles and gloves	(i) use safety equipment as appropriate, including safety goggles		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(B) use safety equipment as appropriate, including safety goggles and gloves	(ii) use safety equipment as appropriate, including gloves		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(i) measure physical properties of matter, including temperature		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(ii) measure physical properties of matter, including mass		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(iii) measure physical properties of matter, including magnetism		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(iv) measure physical properties of matter, including the ability to sink or float		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(v) test physical properties of matter, including temperature		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(vi) test physical properties of matter, including mass		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(vii) test physical properties of matter, including magnetism		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(viii) test physical properties of matter, including the ability to sink or float		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(ix) record physical properties of matter, including temperature		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(x) record physical properties of matter, including mass		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(xi) record physical properties of matter, including magnetism		
(5) Matter and energy. 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:	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	(xii) record physical properties of matter, including the ability to sink or float		
(5) Matter and energy. 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:	(B) 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	(i) describe samples of matter as solids		
(5) Matter and energy. 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:	(B) 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	(ii) describe samples of matter as liquids		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Matter and energy. 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:	(B) 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	(iii) describe samples of matter as gases		
(5) Matter and energy. 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:	(B) 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	(iv) classify samples of matter as solids		
(5) Matter and energy. 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:	(B) 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	(v) classify samples of matter as liquids		
(5) Matter and energy. 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:	(B) 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	(vi) classify samples of matter as gases		
(5) Matter and energy. 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:	(B) 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	(vii) demonstrate that solids have a definite shape		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Matter and energy. 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:	(B) 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	(viii) demonstrate that liquids take the shape of their container		
(5) Matter and energy. 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:	(B) 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	(ix) demonstrate that gases take the shape of their container		
(5) Matter and energy. 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:	(C) predict, observe, and record changes in the state of matter caused by heating or cooling	(i) predict changes in the state of matter caused by heating or cooling		
(5) Matter and energy. 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:	(C) predict, observe, and record changes in the state of matter caused by heating or cooling	(ii) observe changes in the state of matter caused by heating or cooling		
(5) Matter and energy. 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:	(C) predict, observe, and record changes in the state of matter caused by heating or cooling	(iii) record changes in the state of matter caused by heating or cooling		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Matter and energy. 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:	(D) explore and recognize that a mixture is created when two materials are combined such as gravel and sand and metal and plastic paper clips	(i) explore that a mixture is created when two materials are combined		
(5) Matter and energy. 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:	(D) explore and recognize that a mixture is created when two materials are combined such as gravel and sand and metal and plastic paper clips	(ii) recognize that a mixture is created when two materials are combined		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(A) explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life	(i) explore different forms of energy, including mechanical, in everyday life		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(A) explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life	(ii) explore different forms of energy, including light, in everyday life		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(A) explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life	(iii) explore different forms of energy, including sound, in everyday life		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(A) explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life	(iv) explore different forms of energy, including heat/thermal, in everyday life		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(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	(i) demonstrate how position can be changed by pushing objects to show work being done		

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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 that energy exists in many forms. The student is expected to:	(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	(ii) demonstrate how position can be changed by pulling objects to show work being done		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(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	(iii) demonstrate how motion can be changed by pushing objects to show work being done		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(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	(iv) demonstrate how motion can be changed by pulling objects to show work being done		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(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	(v) observe how position can be changed by pushing objects to show work being done		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(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	(vi) observe how position can be changed by pulling objects to show work being done		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(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	(vii) observe how motion can be changed by pushing objects to show work being done		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(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	(viii) observe how motion can be changed by pulling objects to show work being done		
(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	(C) observe forces such as magnetism and gravity acting on objects	(i) observe forces acting on objects		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains	(i) explore how soils are formed by weathering of rock		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains	(ii) explore how soils are formed by the decomposition of plant remains		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains	(iii) explore how soils are formed by the decomposition of animal remains		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains	(iv) record how soils are formed by weathering of rock		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains	(v) record how soils are formed by the decomposition of plant remains		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains	(vi) record how soils are formed by the decomposition of animal remains		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(B) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides	(i) investigate rapid changes in Earth's surface		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(C) identify and compare different landforms, including mountains, hills, valleys, and plains	(i) identify different landforms, including mountains		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(C) identify and compare different landforms, including mountains, hills, valleys, and plains	(ii) identify different landforms, including hills		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(C) identify and compare different landforms, including mountains, hills, valleys, and plains	(iii) identify different landforms, including valleys		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(C) identify and compare different landforms, including mountains, hills, valleys, and plains	(iv) identify different landforms, including plains		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(C) identify and compare different landforms, including mountains, hills, valleys, and plains	(v) compare different landforms, including mountains, hills, valleys, and plains		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(D) 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	(i) explore the characteristics of natural resources that make them useful in products		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(D) 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	(ii) explore the characteristics of natural resources that make them useful in materials		
(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:	(D) 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	(iii) explore how resources may be conserved		
(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:	(A) 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	(i) observe day-to-day weather changes in different locations at the same time that include air temperature		
(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:	(A) 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	(ii) observe day-to-day weather changes in different locations at the same time that include wind direction		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(A) 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	(iii) observe day-to-day weather changes in different locations at the same time that include precipitation		
(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:	(A) 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	(iv) measure day-to-day weather changes in different locations at the same time that include air temperature		
(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:	(A) 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	(v) measure day-to-day weather changes in different locations at the same time that include wind direction		
(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:	(A) 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	(vi) measure day-to-day weather changes in different locations at the same time that include precipitation		
(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:	(A) 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	(vii) record day-to-day weather changes in different locations at the same time that include air temperature		
(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:	(A) 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	(viii) record day-to-day weather changes in different locations at the same time that include wind direction		
(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:	(A) 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	(ix) record day-to-day weather changes in different locations at the same time that include precipitation		

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(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:	(A) 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	(x) compare day-to-day weather changes in different locations at the same time that include air temperature		
(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:	(A) 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	(xi) compare day-to-day weather changes in different locations at the same time that include wind direction		
(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:	(A) 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	(xii) compare day-to-day weather changes in different locations at the same time that include precipitation		
(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:	(B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle	(i) describe the Sun as a star composed of gases that provides light energy for the water cycle		
(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:	(B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle	(ii) describe the Sun as a star composed of gases that provides heat energy for the water cycle		
(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:	(B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle	(iii) illustrate the Sun as a star composed of gases that provides light energy for the water cycle		
(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:	(B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle	(iv) illustrate the Sun as a star composed of gases that provides heat energy for the water cycle		

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(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:	(C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions	(i) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits		
(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:	(C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions	(ii) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including positions		
(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:	(D) identify the planets in Earth's solar system and their position in relation to the Sun	(i) identify the planets in Earth's solar system		
(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:	(D) identify the planets in Earth's solar system and their position in relation to the Sun	(ii) identify the [planets'] position in relation to the Sun.		
(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:	(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem	(i) observe the physical characteristics of environments		
(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:	(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem	(ii) describe the physical characteristics of environments		

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Course Title	§112.14. Science, Grade 3, Beginning with School Year 2010-2011.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem	(iii) observe how [environments] support populations within an ecosystem		
(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:	(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem	(iv) observe how [environments] support communities within an ecosystem		
(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:	(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem	(v) describe how [environments] support populations within an ecosystem		
(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:	(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem	(vi) describe how [environments] support communities within an ecosystem		
(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:	(B) 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	(i) identify the flow of energy in a food chain		

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(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:	(B) 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	(ii) describe the flow of energy in a food chain		
(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:	(B) 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	(iii) predict how changes in a food chain affect the ecosystem		
(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:	(C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations	(i) describe environmental changes where some organisms thrive		
(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:	(C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations	(ii) describe environmental changes where some organisms perish or move to new locations		
(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:	(A) explore how structures and functions of plants and animals allow them to survive in a particular environment	(i) explore how structures of plants allow them to survive in a particular environment		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(A) explore how structures and functions of plants and animals allow them to survive in a particular environment	(ii) explore how functions of plants allow them to survive in a particular environment		
(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:	(A) explore how structures and functions of plants and animals allow them to survive in a particular environment	(iii) explore how structures of animals allow them to survive in a particular environment		
(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:	(A) explore how structures and functions of plants and animals allow them to survive in a particular environment	(iv) explore how functions of animals allow them to survive in a particular environment		
(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:	(B) 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	(i) explore that some characteristics of organisms are inherited		
(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:	(B) 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	(ii) recognize that some behaviors are learned in response to living in a certain environment		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(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	(i) investigate how animals undergo a series of orderly changes in their diverse life cycles		
(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:	(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	(ii) investigate how plants undergo a series of orderly changes in their diverse life cycles		
(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:	(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	(iii) compare how animals and plants undergo a series of orderly changes in their diverse life cycles		