

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Science, Grade 3 – Grade 5

Prepared by the State Board of Education Science TEKS Streamlining Committees

Final Recommendations, January 2017

These draft proposed revisions reflect the changes to the science Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS streamlining committees for **Grade 3 - Grade 5**. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location). Recommendations to clarify language are shown in blue font with underlines (clarifying language). Green text identifies (technical edits).

Comments identified on the left-hand side link to explanations for the proposed changes. To view a comment, click on the number of the comment or scroll to the end of the grade level or course.

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§112.15. Science, Grade 4, Adopted 2017, ~~[Beginning with School Year 2010-2011.]~~

(a) Introduction.

Comment ¹(1) ~~[(4)]~~ In Grade 4, investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and, based on new discoveries, are constantly being modified to more closely reflect the natural world.

Comment ²(A) Within the physical environment, students know about the physical properties of matter including mass, volume, states of matter, temperature, magnetism, and the ability to sink or float. Students will differentiate among forms of energy including mechanical, light, sound, and thermal energy. Students will explore electrical circuits and design descriptive investigations to explore the effect of force on objects.

(B) ~~[(A)]~~ Within the natural environment, students know that earth materials have properties that are constantly changing due to Earth's forces. The students learn that the natural world consists of resources, including renewable and nonrenewable, and their responsibility to conserve our natural resources for future generations. They will also explore Sun, Earth, and Moon relationships. The students will recognize that our major source of energy is the Sun.

(C) ~~[(B)]~~ Within the living environment, students know and understand that living organisms within an ecosystem interact with one another and with their environment. The students will recognize that plants and animals have basic needs, and they are met through a flow of energy known as food webs. Students will explore how all living organisms go through a life cycle and have structures that ~~[adaptations]~~ enable organisms to survive in their ecosystem.

(2) ~~[(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."

(3) ~~[(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.

(4) ~~[(3)]~~ The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes, including inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information, while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 50% of instructional time.

~~[(4)]~~ In Grade 4, investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.]

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