

# 1<sup>st</sup> Nine Weeks

**Matter and its properties.** The student knows that objects have physical properties that determine how they are described and classified. The student is expected to:

**1.6A** classify objects by observable physical properties, including, shape, color, and texture, and attributes such as larger and smaller and heavier and lighter

**1.6C** demonstrate and explain that a whole object is a system made of organized parts such as a toy that can be taken apart and put back together

## **Changes to the TEKS In Matter and its Properties in 2024-25:**

- This is a priority TEKS. No changes in this TEKS from the previous year.
- This progression has changed. Heat will be assessed in the 2<sup>nd</sup> 9 weeks. This progression covers the physical properties of matter.

## **Additional TEKS to be taught:**

**1.6B** explain and predict changes in materials caused by heating and cooling. Connections to this TEKS can be made in the Force, Motion, and Energy unit.

## Observe, describe, and communicate properties and patterns of matter

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Observe, describe, and communicate properties and patterns of matter
<b>Extension</b>			<ul style="list-style-type: none"> <li>Use inferences and applications that go beyond the standard.</li> </ul>
<b>3.0</b>	1st	Content: 1.6AC SEPs: 1.1CDEF 1.3BC RTC: 5CE	I can: <ul style="list-style-type: none"> <li>Demonstrate that a whole object is a system made of parts.</li> <li>Explain that a whole object is a system made of parts.</li> <li>Communicate thinking using diagrams/illustrations, labels, and sentences.</li> </ul>
<b>2.5</b>			<ul style="list-style-type: none"> <li>In addition to 2.0 content, partial knowledge of 3.0 is evident.</li> </ul>
<b>2.0</b>		Content: 1.6A SEPs: 1.1CDEF 1.3BC RTC: 5CE	I can: <ul style="list-style-type: none"> <li>Use the physical properties of matter to classify objects by their shape, color, texture, smaller/larger, and heavier/lighter.</li> <li>Communicate observations and data using diagrams/illustrations and labels.</li> </ul>
<b>1.5</b>			<ul style="list-style-type: none"> <li>In addition to 1.0 content, partial knowledge of 2.0 is evident.</li> </ul>
<b>1.0</b>		Content: 1.6A SEPs: 1.1CDEF 1.3BC RTC: 1.5CDE	I can: <ul style="list-style-type: none"> <li>Observe and use various science tools to record the physical properties of objects including shape, color, texture, smaller/larger and heavier/lighter.</li> <li>Communicate observations.</li> </ul>
<b>0.5</b>			<ul style="list-style-type: none"> <li>With help, a partial understanding of the 1.0 content is evident</li> <li>With help, communicate observations.</li> </ul>

## 2nd Nine Weeks

**Force, motion, and energy.** The student knows that energy is everywhere and can be observed in everyday life. The student is expected to:

**1.8A** investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer

**1.8B** describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake

**Force, motion, and energy.** The student knows that forces cause changes in motion and position in everyday life. The student is expected to:

**1.7A** explain how pushes and pulls can start, stop, or change the speed or direction of an object's motion;

**1.7B** plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion.

### Changes to the TEKS In Force, Motion, and Energy in 2024-25:

- These are priority TEKS.
- The students will need guidance and support as they plan and conduct a descriptive investigation. A descriptive investigation does not have a hypothesis and focuses on making observations and measuring. An example of this type of investigation might be: How many cm do snails move in 10 minutes?
- Students do not study light or sound energy.
- Students do not explore magnets.
- The ways objects can move have been removed from 1<sup>st</sup> grade.

### Additional TEKS to be taught:

**Earth and space.** The student knows that the natural world has recognizable patterns. The student is expected to:

**1.9** describe and predict the patterns of seasons of the year such as the order of occurrence and changes in nature

**Earth and space.** The student knows that the natural world includes earth materials that can be observed in systems and processes. The student is expected to:

**1.10.D** describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices

## Identify, describe, and demonstrate force, motion, and energy

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify, describe, and demonstrate force, motion, and energy
<b>Extension</b>			<ul style="list-style-type: none"> <li>Use inferences and applications that go beyond the standard.</li> </ul>
<b>3.0</b>	2nd	Content: 1.7AB, 1.8AB SEPs: 1.1ABCDEF 1.2B, 1.3AB RTC: 1.5BEG	I can: <ul style="list-style-type: none"> <li>Describe how some changes caused by heat may be reversed while other changes cannot be reversed.</li> <li>Plan and conduct an investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion.</li> <li>Communicate thinking using diagrams/illustrations, labels, and sentences.</li> </ul>
<b>2.5</b>			<ul style="list-style-type: none"> <li>In addition to 2.0 content, partial knowledge of 3.0 is evident.</li> </ul>
<b>2.0</b>		Content: 1.7AB, 1.8AB SEPs: 1.1ABCDEF 1.2B, 1.3ABC RTC: 1.5BEG	I can: <ul style="list-style-type: none"> <li>Describe how heat is used in everyday life.</li> <li>Observe and explain how pushes and pulls can change the speed or direction of an object's motion.</li> <li>Communicate observations and data using diagrams/illustrations and labels.</li> </ul>
<b>1.5</b>			<ul style="list-style-type: none"> <li>In addition to 1.0 content, partial knowledge of 2.0 is evident.</li> </ul>
<b>1.0</b>		Content: 1.7AB, 1.8AB SEPs: 1.1ABCDEF 1.2B, 1.3ABC RTC: 1.5BEG	I can: <ul style="list-style-type: none"> <li>Investigate how heat is used in everyday life.</li> <li>Observe and explain how pushes and pulls can start and stop an object's motion.</li> <li>Communicate observations.</li> </ul>
<b>0.5</b>			<ul style="list-style-type: none"> <li>With help, partial understanding of the 1.0 content is evident</li> <li>With help, communicate observations.</li> </ul>

## 3<sup>rd</sup> Nine Weeks

**Earth and space.** The student knows that the natural world includes earth materials that can be observed in systems and processes. The student is expected to:

**1.10A** Investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand

**1.10B** investigate and describe how water can move rock and soil particles from one place to another

**1.10C** compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater

### Changes to the TEKS In Earth and Space in 2024-25:

- These are priority TEKS.
- Be sure in 1.10A that students document the properties as well as the components on soil. Components can be items like sticks and organic matter.
- TEKS 1.11A includes humans, **plants, and animals.**
- 1<sup>st</sup> grade students no longer observe and record changes in objects in the sky like the Moon.
- Demonstrating that air is all around us has been moved to kindergarten.

### Additional TEKS to be taught:

**Earth and space.** The student knows that earth materials and products made from these materials are important to everyday life. The student is expected to:

**1.11A** Identify and describe how plants, animals, and humans use rocks, soil, and water.

**1.11B** explain why water conservation is important

**1.11C** describe ways to conserve water such as turning off the faucet when brushing teeth and protect natural sources of water such as keeping trash out of bodies of water

## Describe, compare, and demonstrate cycles, patterns, and systems in Earth & Space

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Describe, compare, and demonstrate cycles, patterns, and Systems in Earth and Space
Extension			<ul style="list-style-type: none"> <li>Use inferences and applications that go beyond the standards.</li> </ul>
3.0	3rd	Content: 1.10C SEPs: 1.1ACDEF 1.2A 1.3AB RTC: 1.5CEG	I can: <ul style="list-style-type: none"> <li>Compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater.</li> <li>Communicate thinking using diagrams/illustrations, labels, and sentences.</li> </ul>
2.5			<ul style="list-style-type: none"> <li>In addition to 2.0 content, partial knowledge of 3.0 is evident.</li> </ul>
2.0		Content: 1.10AB SEPs: 1.1ACDEF 1.2A 1.3AB RTC: 1.5CEG	I can: <ul style="list-style-type: none"> <li>Record the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand.</li> <li>Investigate and describe how water can move rock and soil particles from one place to another.</li> <li>Communicate observations and data using diagrams/illustrations and labels.</li> </ul>
1.5			<ul style="list-style-type: none"> <li>In addition to 1.0 content, partial knowledge of 2.0 is evident.</li> </ul>
1.0		Content: 1.10AC SEPs: 1.1ACDEF 1.2A 1.3AB RTC: 1.5CEG	I can: <ul style="list-style-type: none"> <li>Investigate the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand.</li> <li>Describe the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater.</li> <li>Communicate observations.</li> </ul>
0.5			<ul style="list-style-type: none"> <li>With help, partial understanding of the 1.0 content is evident</li> <li>With help, communicate observations.</li> </ul>

## 4th Nine Weeks

**Organisms and environments.** The student knows that the environment is composed of relationships between living organisms and nonliving components. The student is expected to:

**1.12A** classify living and nonliving things based upon whether they have basic needs and produce young

**1.12B** describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums

**1.12C** identify and illustrate how living organisms depend on each other through food chains

**Organisms and environments.** The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments. The student is expected to:

**1.13A** identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival

### Changes to the TEKS in 2024-25:

- The study of animals is a priority topic. These TEKS are basically the same. Content over plants was assessed in kindergarten.
- The terminology has changed in some standards such as:
  - Components instead of parts
  - Structures instead of basic parts
- The animals studied in life cycles should include a bird, a mammal, and a fish. Previously, it was a chicken, a frog, or fish.
- 1st Grade students no longer identify and compare plant parts.

### Additional TEKS to be taught:

**1.13B** record observations of and describe basic life cycles of animals, including a bird, a mammal, and a fish

**1.13C** compare ways that young animals resemble their parents.

**Investigate and compare needs, life cycles, and characteristics of organisms in their environment**

<b>Yearly Target</b>	<b>Nine Weeks Target</b>	<b>TEKS</b>	<b>Priority Topic: Investigate and compare needs, life cycles, and characteristics of organisms in their environment</b>
<b>4.0</b>			<ul style="list-style-type: none"> <li>Use inferences and applications that go beyond the standards.</li> </ul>
<b>3.0</b>		Content: 1.12ABC 1.13A SEPs: 1.1EF, 1.2A 1.3AB RTC: 1.5FG	I can: <ul style="list-style-type: none"> <li>Identify and illustrate how living organisms depend on each other through food chains.</li> <li>Compare the external structures of different animals and how they help different animals live, move, and meet their basic needs.</li> <li>Communicate thinking using diagrams/illustrations, labels, and sentences.</li> </ul>
<b>2.5</b>			<ul style="list-style-type: none"> <li>In addition to 2.0 content, partial knowledge of 3.0 is evident</li> </ul>
<b>2.0</b>		Content: 1.12ABC 1.13A SEPs: 1.1EF, 1.2A 1.3AB RTC: 1.5FG	I can: <ul style="list-style-type: none"> <li>Describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums.</li> <li>Record how the external structures of different animals and how they help different animals live, move, and meet their basic needs.</li> <li>Communicate observations and data using diagrams/illustrations and labels.</li> </ul>
<b>1.5</b>			<ul style="list-style-type: none"> <li>In addition to 1.0 content, partial knowledge of 2.0 is evident</li> </ul>
<b>1.0</b>		Content: 1.12ABC 1.13A SEPs: 1.1EF, 1.2A 1.3AB RTC: 1.5FG	I can: <ul style="list-style-type: none"> <li>Classify living and nonliving things based upon whether they have basic needs and produce young.</li> <li>Identify the external structures of different animals that help different animals live, move, and meet their basic needs.</li> <li>Communicate observations.</li> </ul>
<b>0.5</b>			<ul style="list-style-type: none"> <li>With help, partial understanding of the 1.0 content is evident.</li> <li>With help, communicate observations.</li> </ul>