



Course Syllabus: Teaching Science in Elementary School  
**College of Education**  
EDUC-4503-201  
Teaching Science in Elementary School  
Spring 2025

### **Contact Information**

Instructor: **Dr. Dittika Gupta**

Physical Office Location: **Bridwell Hall 220**

Office Hours: Monday 12:00pm to 2:00pm, Wednesday 1:00-3:00pm, and Friday 11:30-12:30pm. I am also happy to meet outside of office hours if there is a need. Don't hesitate to contact me to find a convenient time for both of us.

University Email Address: [dittika.gupta@msutexas.edu](mailto:dittika.gupta@msutexas.edu)

University Office Phone: 940-397-4269

### **Instructor Response Policy**

We will be working and communicating constantly throughout the semester. Email is great however you will also be a part of class GroupMe which will provide more flexibility in communication. I will try my best to answer all emails and texts within 24 hours, however you will definitely get a response within 48 hours (2 days). Any emails or texts received during weekends will not receive a response till the following Monday. No emails or texts will be answered over the weekend

### **Textbook & Instructional Materials**

One of the following textbook is **recommended** for this course:

- Contant, T. L., Tweed, A. L., Bass, J. E., & Carin, A. A. (2018). *Teaching science through inquiry based instruction*. New York: Pearson.
- Peters, J. M., & Stout, D. L. (2011). *Science in elementary education: Methods, concepts, and inquiries*. Boston: Pearson Education.

Open Education resource materials will be used in the class. ***\*There is no required textbook for the class***

### **Course Description**

This field-based course focuses on elementary school science pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include: appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc. An important component of this field-based block of classes is the course time spent in active participation in field (classroom) experiences.

## **Course Objectives/Learning Outcomes/Course Competencies**

1. TEXES EC-6 Core Subjects Standard Competencies:
  - The science teacher manages classroom, field and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.
  - The science teacher understands the correct use of tools, materials, equipment and technologies.
  - The science teacher understands the process of scientific inquiry and its role in science instruction.
  - The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.
  - The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.
  - The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.
  - The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.
  - The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and Space science.

**See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix**

### **Study Hours and Tutoring Assistance**

Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is to provide the necessary support to help students achieve academic success. This can be completing in-person and through distance learning. [MSU-Texas-Tutoring](#)

### **Student Handbook**

**Refer to:** [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services,

located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

**Students with Disabilities:**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University’s Disability Support Services (DSS) Office during the instructor’s office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

### **Grading/Assessment**

Course Grade- List all graded assignments (for all certification courses at least one assessed performance-based assignment is required) with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137=A.

**Table 1: Points allocated to each assignment**

| <b>Assignments</b>                               | <b>Points</b> |
|--|---------------|
| Lab Safety Assignment                            | 30            |
| Lesson Plan                                      | 100           |
| Lesson Observation                               | 100           |
| Teaching Lesson Reflection                       | 50            |
| Article Analysis                                 | 50            |
| Science and Culture Flyer                        | 25            |
| Science Final reflection                         | 25            |
| Science Presentation                             | 100           |
| In-class activities, Reflections and Disposition | 125           |
| Instructional Strategy Presentation              | 25            |
| Science Experiment Wondering (Final)             | 150           |
| Field Dispositions                               | 20            |
| <b>Total Points</b>                              | <b>800</b>    |

**\*Grading points may change as per the needs of the class, school, and students.**

**Table 2: Total points for final grade.**

| <b>Grade</b> | <b>Percentage</b> |
|--------------|-------------------|
| A            | 90% - 100%        |
| B            | 80% - 89.99%      |
| C            | 70% - 79.99%      |
| D            | 60% - 69.99%      |
| F            | Below 59%         |

**\*Note that an “A” is 90% to 100%. There will be NO rounding and grades will be calculated with two decimal points.**

## **Instructional Strategy Presentation**

Each student will be doing a short presentation on an instructional strategy. Students will be given a choice to choose from a variety of instructional strategies and it will be due in-class. Details will be provided.

## **Written Assignments**

There are some written assignments in this course that build your understanding of thinking about how children assimilate science and also prepare you to become aware of research-based practices in teaching science. Details for assignments will be on D2L. Any questions can be asked via email or during class.

### **Expectations for written work:**

Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).

### **Written assignments should be:**

- Done in Microsoft Word and turned in as an attachment in Dropbox on D2L or Converted to a PDF and turned in as an attachment in Dropbox on D2L.
- Discussions (if applicable) should be completed within the D2L discussion space and NOT uploaded as an attachment.

## **Lesson Planning**

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives, TEKS, procedures, materials/resources, assessments, and required components of the lesson plan. Student engagement is a key element in a good lesson with student learning and success as the goal.

Candidates must form assessment strategies to determine the extent to which students master the learning objectives. Candidates also describe the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in **bold**
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on and explain:

- the lesson delivery and appropriateness of instructional strategies,
- the impact for future planning using evidence from gathered data and
- collaboration opportunities with the mentor teacher.

The skills acquired during lesson planning provide the foundation and are also built upon for unit planning and other key assessments.

### **Extra Credit**

Extra Credit opportunities will be given and will depend on the flow and needs of the class. Any change in this policy will be dependent upon opportunities and instructor preferences.

### **Late Work**

Late work will receive a 25% deduction per day per assignment (including Saturday and Sunday). This means if the assignment is for 100 points, you can make a maximum score of 75 after one day, 50 after two days, 25 after three days, and zero after 4 days if all your answers are correct. **\*There is NO late work on discussion boards or quizzes!** All this is non-negotiable!!! If there are any issues or you are confused about an assignment, contact me **\*BEFORE\*** the assignment is due (at least 24 to 48 hours before the assignment is due). Time shown on D2L, or email will be used.

**Please note:** Even though this is a face-to-face class, this class requires you to have access to a computer (with Internet access) to check for class news updates, materials, instructions, resources and upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. **Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission.**

### **Make Up Work/Tests**

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

### **Important Dates**

Last day for term schedule changes: January 21-24. Check date on [Academic Calendar](#).

Deadline to file for May graduation: February 17. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" March 24. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program Each student is expected to be familiar with D2L as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. *If you experience difficulties, please contact the technicians listed for the program or contact your instructor. **\*Do not wait till the last minute to submit the assignment. Delays or sending through email will be counted late!***

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***\*Again, your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations, however they are able to help you get connected to our online services. For help, log into [D2L](#).

## Attendance

**Absence Policy** - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at **\*every\*** class, and to stay for the **\*entire\*** class. \*Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. *\*Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.*

After an absence from the course, it is imperative that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points and also in the overall grade being lowered by one letter. It is the candidate's responsibility to make up for any missed work. It is also expected that you will complete all course field experience hours in a professional manner. Professional conduct is expected when observing or participating in school settings (e.g., dressing appropriately, arriving on time, remaining for the entire pre-arranged time, not canceling, and demonstrating respect in all interactions with young people, parents, teachers, and staff). If you must miss your field experience for any reason, you are expected to call the school and the teacher you are working with **\*before\*** school begins for the day. You must also contact the course instructor by e-mail or phone to let me know you will not be present and arrange a time with me when we can discuss the most appropriate way to make up that absence. Excessive tardiness (determined by the professor) can be defined as an absence and subject to the absentee policy. Three instances of tardy arrival will be counted as one absence.

If a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. **It is impossible to provide a summary of all that takes place during any given class via email.** If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. \*Late work, unless arrangements are made by the student and approved **in advance** by the instructor, **will not be accepted for full credit.**

During your field observations, you are required to submit time logs in TK20 to your cooperating teacher for attendance and participation verification. You must accumulate a minimum of 50 hours total prior to clinical teaching, which need to be approved by the cooperating teacher. This should be done weekly, and you should periodically check TK20 to ensure that your time logs have been approved. For this course, a minimum of 20 hours in the classroom should be dedicated to engaging with students in instructional or educational activities, although you will likely spend more than 20 hours doing so. Prior to your clinical teaching experience, you should have at a minimum of 50 hours of field-based experiences, 30 of which show active engagement in instructional or educational activities. All time log entries must have a detailed description/reflection explaining the instructional or educational activities. At the end of the course, on the date indicated on the calendar, you must upload a screenshot of every approved time log to the appropriate Dropbox in D2L

## Instructor Class Policies

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. I

use Turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **\*BEFORE\*** the due date. **\*Any plagiarism of 30% and above is too much! Your plagiarized assignment will not be graded, receive a zero, and no make-up allowed.**

Self-plagiarism refers to submitting work for credit that is the same or substantially similar to work prepared or submitted for another course without appropriate citation. This includes reusing previous assignments, papers, presentations, or other submissions without instructor approval. Self-plagiarism gives the impression of original work when, in fact, the content has already been submitted for assessment elsewhere. To avoid self-plagiarism, communicate openly with your instructor about building on existing work or repurposing prior submissions. Provide proper citations for any previous work referenced. Unless the instructor indicates otherwise, all assignments submitted for this course must be newly prepared by you and you alone for this specific class. **Any self-plagiarism of 30% and above is too much! Your plagiarized assignment will not be graded, receive a zero, and no make-up allowed.**

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Guru, Microsoft Copilot, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate does not represent the effort and learning of the student. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct. Therefore, **AI-generated submissions are not permitted and will be treated as plagiarism. Any AI generated work of 30% and above is too much! Your assignment will not be graded, receive a zero, and no make-up allowed.**

You may type a question into ChatGPT, you may not exactly copy and paste its response, and turn it in as your own. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

Any instance of plagiarism, AI-generated content, and/or self-plagiarism will be subject to disciplinary action in accordance with the Academic Integrity Policy outlined in the Student Handbook. It's important to remember that the consequences of violating this policy are serious and can have a lasting impact on your academic record. By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy. Your understanding and commitment to academic integrity are crucial to our learning community

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes but is not limited to pagers and cell phones. In the classroom or during virtual meetings, cell phones need to be put away so that they do not disrupt the learning environment for you and others. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class materials. In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. *\*Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit.*

### **Instructor Drop**

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. Instructor will give the student a verbal or written warning prior to dropping the student from the class. The instructor-drop takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of this semester. After this period, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### **Inclement Weather**

In the case of campus closure due to inclement weather, the course will follow the MSU closing and policies. The instructor will monitor and communicate with students to provide updates through the D2L news section and via the communication policy. The course schedule provides deadlines for the assignments and may be visited by the instructor as per the needs of the class

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Class Participation**

Students should participate in all the activities of this course. It is important that students meet all the deadlines as posted. In the case of any emergency situation (like death or illness in family, etc.) it is important that the student should report the same to the professor in a timely manner. It is your course, and the primary intention should be to reach the goals and acquire proficiency in the topics discussed in the course. Generally, students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential.



Excessive tardiness or absence (as determined by the professor), disruptive attitude, or failure to consistently meet class requirements might result in instructor-drop, if required. Being repeatedly late for class will also result in a grade reduction regardless of other marks. Tardiness will result in loss of classroom disposition points and three instances of tardy arrival will be counted as one absence.

Each student brings a unique perspective and life experience to the learning environment and is expected to participate actively and thoughtfully by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, the course instructor may assign additional readings. *\*Participating in class discussions and following expectations is a part of your grade.* Please come to class with questions or issues from the reading that you found central or worthy of further exploration. Students may also be asked to do activities and exercises related to the assigned readings or to lead discussions on a topic or reading. You will have many opportunities to participate in class and on D2L. These opportunities are a very important part of this course.

### **Online Computer Requirements**

As mentioned above, it is your responsibility to have (or have access to) a working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!!

### **College Policies**

#### **Campus Carry Rules/Policies**

Refer to: [Campus Carry Rules and Policies](#)

#### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

#### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### **Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

## **Active Shooter**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

## **Obligation to Report Sex Discrimination under State and Federal Law**

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [File Report here](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University’s policy on Title IX or sexual misconduct, please visit [Title IX](#)

## **COVID**

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott’s executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

## **Course Schedule**

Disclaimer Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor to meet the needs of the class appropriately.

All assignments are due on Sunday by 11:59pm.

| Week | Date | Monday                                   | Date | Wednesday                                | Topic and Readings   | Assignments Due  |
|------|------|--|------|--|--|--|
| 1    | 1/20 | Holiday                                  | 1/22 | Class @ MSU campus (BH 308) 9:30-11 am   | Overview of Science Course<br>Science Vocabulary<br>Teaching Science with Technology<br><br><b>Readings:</b> Course syllabus and other documents | <i>No Assignments this week!!!</i><br><br>Read the Syllabus and be ready to ask questions 😊  |
| 2    | 1/27 | Class @ MSU campus (BH 308) 9:45-11:30am | 1/29 | Class @ MSU campus (BH 308) 9:45-11:30am | Teaching Science with Technology<br><br>Inquiry-Based Teaching<br>5 E Teaching Model<br><br><b>Readings:</b> Uploaded on D2L                     | <i>Science presentation groups and topics assigned</i><br><br><i>Instructional Strategy Presentations assigned</i>                   |
| 3    | 2/3  | Field 8:00-2:20pm                        | 2/4  | Field 8:00-2:20pm                        | Field  | <i>Get to know the Students and the Mentor Teacher</i><br><br><b>Science Lab Safety Assignment due – Feb 9<sup>th</sup>- 11:59pm</b> |
| 4    | 2/10 | Class @ MSU campus (BH 308) 9:45-11:30am | 2/12 | Class @ MSU campus (BH 308) 9:45-11:30am | Inquiry-Based Teaching<br>5 E Teaching Model<br><br>Lesson Planning<br><br><b>Readings:</b> Lesson Planning documents uploaded on D2L            | <i>Discussion of Observations, lessons, and assignments</i><br><br><i>Reflecting on 5E model</i>                                     |

|    |             |  |             |  |  |   |
|----|-------------|--|-------------|--|--|---|
| 5  | <b>2/17</b> | <b>Class @ MSU campus (BH 308)</b><br>9:45-11:30am | <b>2/19</b> | Field<br>8:00-2:20pm                               | Lesson Planning Continued<br><br>Interdisciplinary Teaching<br><br><b>Readings:</b><br>Uploaded on D2L | <b>Instructional Strategy Presentations Due in Class on 2/17</b>  |
| 6  | <b>2/24</b> | Field<br>8:00-2:20pm                               | <b>2/26</b> | Field<br>8:00-2:20pm                               | Field  | <b>Article Analysis Due</b><br>– March 2 <sup>nd</sup> - 11:59pm  |
| 7  | <b>3/3</b>  | Field<br>8:00-2:20pm                               | <b>3/5</b>  | Field<br>8:00-2:20pm                               | S.Std Observations   | <i>No assignments Due this week 😊</i>   |
| 8  | <b>3/10</b> | Holidays   | <b>3/12</b> | Holidays   | Spring Break!!!  | Enjoy the break 😊   |
| 9  | <b>3/17</b> | Field<br>8:00-2:20pm                               | <b>3/19</b> | Field<br>8:00-2:20pm                               | S.Std Observations   | <i>No assignments Due this week 😊</i>   |
| 10 | <b>3/24</b> | <b>Class @ MSU campus (BH 308)</b><br>9:45-11:30am | <b>3/26</b> | <b>Class @ MSU campus (BH 308)</b><br>9:45-11:30am | Science presentations<br><br>Exploring Scientific Concepts across Grade levels                         | <b>Science Presentations Due in Class</b><br><br><b>Submission of presentations</b> – Sunday -11:59pm     |
| 11 | <b>3/31</b> | <b>Class @ MSU campus (BH 308)</b><br>9:45-11:30am | <b>4/2</b>  | <b>Class @ MSU campus (BH 308)</b><br>9:45-11:30am | Scientific processes and Inquiry<br><br>Science and Culture  | <i>Reflecting on various Science Concepts</i><br><br><i>Looking at integration of culture and science</i> |
| 12 | <b>4/7</b>  | Field<br>8:00-2:20pm                               | <b>4/9</b>  | Field<br>8:00-2:20pm                               | Science Observations   | <i>Pre- and Post-Conferences</i><br><br><i>Final lesson plans due</i>                                     |
| 13 | <b>4/14</b> | Field<br>8:00-2:20pm                               | <b>4/16</b> | Field<br>8:00-2:20pm                               | Science and Math Observations  | <i>Pre- and Post-Conferences</i><br><br><i>Final lesson plans due</i>                                     |

|    |             |   |             |   |   |  |
|----|-------------|---|-------------|---|---|--|
| 14 | <b>4/21</b> | <b>Class @</b><br>MSU<br>campus (BH<br>308)<br>9:45-<br>11:30am | <b>4/23</b> | <b>Class @</b><br>MSU<br>campus<br>(BH 308)<br>9:45-<br>11:30am | Scientific<br>Exploration and<br>Discovery Model<br><br><b>Readings:</b><br>Uploaded on D2L | <i>Reflecting on<br/>discovery model</i><br><br><b>Science and Culture<br/>Flyer due in class –<br/>4/23</b> |
| 15 | <b>4/28</b> | Field<br>8:00-2:20pm  | <b>4/30</b> | Field<br>8:00-<br>2:20pm  | Math Observations   | <b>Science Reflection<br/>Assignment Due –<br/>May 4<sup>th</sup> – 11:59pm</b>                              |
| 16 | <b>5/5</b>  | <b>Class @</b><br>MSU<br>campus (BH<br>308)<br>9:45-<br>11:30am | <b>5/7</b>  | <b>Class @</b><br>MSU<br>campus<br>(BH 308)<br>9:45-<br>11:30am | Science<br>Experiments  | <b>Science Experiments<br/>Due!</b><br><br><b>Finals in class</b>  |

\*\* The schedule is tentative and can change depending on the needs of the class and field experience at the school.

### Other Expectations

As a part of your preparation for becoming a teacher, you are expected to begin acting in a professional manner – starting today. This includes, but is not limited to:

**Internship Experience** – Throughout your internship experience, ask your mentor teacher to provide you with constructive feedback regarding your classroom presence, interactions with students and lessons that you present to the students. Use this information to make necessary improvements during the time that remains in the schedule. Always conduct yourself in a professional manner.

**Participation** – It is not enough to just “show up.” In other words, you cannot just sit there and breathe. You need to be prepared to discuss the readings that are assigned, contribute appropriately, and encourage the participation of your peers.

**Preparation** – Complete all assignments on time. Written assignments (whether submitted online or in class) will be discounted by 25% for each late day. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.

**Attitude** – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)

- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of the classroom.

**Respect** – Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner. This is particularly important considering our classroom location - we are guests in the Wichita Falls school district and should behave as such.

**Professional Development** – Remember that teaching requires a commitment to continual learning. You will be asked to complete several “chores” as the semester rolls along and the points earned for dispositions are affected by those “chores.” Timely completion of tasks (or “chores”) is an indication of your “fitness” to this profession.

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **References/Scientifically-Based Research/Additional Readings:**

Required scientifically-based references/evidence for certification courses and applicable standards and professional associations.

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- Levstik, L. S., & Barton, K. C. (2018). *Researching history education: Theory, method, and context*. Routledge.
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- Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.
- Wilson, B. (1997). The postmodern paradigm. In C. R. Dills and A. Romiszowski (Eds.), *Instructional development paradigms*. Englewood Cliffs NJ: Educational Technology Publications. Also available at: <http://www.cudenver.edu/~bwilson/postmodern.html>

## Appendix A: Standards/Competencies

| Course Objectives or Student Learning Outcomes  | Standard or Competency   |
|---|--|
| <p><b>Week 1 Learning Goal 1:</b> The student understands that science involves observing, analyzing, and investigating the natural world.</p> <p><b>Week 1 Learning Goal 2:</b> The student can explain how science educational initiatives emphasize student-centered inquiry and conceptual understanding.</p>     | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> <li>○ Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</li> </ul> </li> </ul> |
| <p><b>Week 2 Learning Goal 1:</b> The student understands that the TEKS are vertically aligned to increase conceptual understanding from Pre-K to 6th grade.</p> <p><b>Week 2 Learning Goal 2:</b> The student can describe their strengths and weaknesses in each content strand of the Pre-K to 6th grade TEKS.</p> | <ul style="list-style-type: none"> <li>• The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.</li> <li>• The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.</li> <li>• The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and Space science.</li> </ul>  |
| <p><b>Week 3 Learning Goal 1:</b> The student can</p>   | <ul style="list-style-type: none"> <li>• <i>The teacher has theoretical and practical knowledge about teaching science and about how students learn science.</i></li> </ul>  |



| Course Objectives or Student Learning Outcomes   | Standard or Competency   |
|--|--|
| <p>identify the basic structure of constructivism</p> <p><b>Week 3 Learning Goal 2:</b> The student will be able to select the science concepts, procedures, and skills that they will use during inquiry-based instruction.</p>   | <ul style="list-style-type: none"> <li>○ Understands how developmental characteristics, prior knowledge and experience and students' attitudes influence science learning.</li> <li>○ Selects and adapts science curricula, content, instructional materials, collaborations, vocabulary and activities to meet the levels of interest, knowledge and understanding as well as the abilities, experiences and needs of all students, including English-language learners.</li> <li>○ Understands how to use situations from students' daily lives to develop instructional materials that investigate how science can be used to make informed decisions.</li> <li>○ Understands common misconceptions in science and has effective ways to address those misconceptions.</li> <li>○ Understands developmentally appropriate design and implementation of hands-on learning experiences in science and selects effective, appropriate instructional practices, activities, technologies and materials to promote students' scientific knowledge, skills and inquiry processes.</li> <li>○ Understands questioning strategies designed to elicit higher-level thinking and how to use them to move students from concrete to more abstract understanding.</li> <li>○ Understands the importance of planning activities that are inclusive and that accommodate the needs of all students.</li> <li>○ Understands how to sequence learning activities in a way that enables students to build on their prior knowledge and that challenges them to expand their understanding of science.</li> </ul> |
| <p><b>Week 4 Learning Goal 1:</b> The student will learn the foundations of inquiry-based instruction</p> <p><b>Week 4 Learning Goal 2:</b> The student will create a positive classroom environment where learning is rigorous, yet engaging, trust is evident and everyone believes that they can learn.</p> <p><b>Week 4 Learning Goal 3:</b> The student will understand that a positive</p> | <ul style="list-style-type: none"> <li>• <i>The teacher has theoretical and practical knowledge about teaching science and about how students learn science.</i> <ul style="list-style-type: none"> <li>○ Understands how developmental characteristics, prior knowledge and experience and students' attitudes influence science learning.</li> <li>○ Selects and adapts science curricula, content, instructional materials, collaborations, vocabulary and activities to meet the levels of interest, knowledge and understanding as well as the abilities, experiences and needs of all students, including English-language learners.</li> <li>○ Understands how to use situations from students' daily lives to develop instructional materials that investigate how science can be used to make informed decisions.</li> </ul> </li> </ul>  |

| Course Objectives or Student Learning Outcomes  | Standard or Competency   |
|---|--|
| <p>classroom environment is essential in promoting active inquiry-based learning.</p>   | <ul style="list-style-type: none"> <li>○ Understands common misconceptions in science and has effective ways to address those misconceptions.</li> <li>○ Understands developmentally appropriate design and implementation of hands-on learning experiences in science and selects effective, appropriate instructional practices, activities, technologies and materials to promote students' scientific knowledge, skills and inquiry processes.</li> <li>○ Understands questioning strategies designed to elicit higher-level thinking and how to use them to move students from concrete to more abstract understanding.</li> <li>○ Understands the importance of planning activities that are inclusive and that accommodate the needs of all students.</li> <li>○ Understands how to sequence learning activities in a way that enables students to build on their prior knowledge and that challenges them to expand their understanding of science.</li> </ul>   |
| <p><b>Week 5 Learning Goal 1:</b> The student will lead their class to a deeper understanding of physical science concepts using various approaches.</p> <p><b>Week 5 Learning Goal 2:</b> The student will be able to change their classroom alternative conceptions and misconceptions of science concepts through various instructional practices.</p> | <ul style="list-style-type: none"> <li>• <i>The teacher has theoretical and practical knowledge about teaching science and about how students learn science.</i> <ul style="list-style-type: none"> <li>○ Understands how developmental characteristics, prior knowledge and experience and students' attitudes influence science learning.</li> <li>○ Selects and adapts science curricula, content, instructional materials, collaborations, vocabulary and activities to meet the levels of interest, knowledge and understanding as well as the abilities, experiences and needs of all students, including English-language learners.</li> <li>○ Understands how to use situations from students' daily lives to develop instructional materials that investigate how science can be used to make informed decisions.</li> <li>○ Understands common misconceptions in science and has effective ways to address those misconceptions.</li> <li>○ Understands developmentally appropriate design and implementation of hands-on learning experiences in science and selects effective, appropriate instructional practices, activities, technologies and materials to promote students' scientific knowledge, skills and inquiry processes.</li> <li>○ Understands questioning strategies designed to elicit higher-level thinking and how to use them to move students from concrete to more abstract understanding.</li> </ul> </li> </ul> |

| Course Objectives or Student Learning Outcomes | Standard or Competency   |
|--|--|
|  | <ul style="list-style-type: none"> <li>○ Understands the importance of planning activities that are inclusive and that accommodate the needs of all students.</li> <li>○ Understands how to sequence learning activities in a way that enables students to build on their prior knowledge and that challenges them to expand their understanding of science.</li> <li>• The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning. <ul style="list-style-type: none"> <li>○ Understands the relationships between a science curriculum, assessment and instruction and bases instruction on information gathered through assessment of students' strengths and needs.</li> <li>○ Understands the importance of monitoring and assessing students' understanding of science concepts and skills on an ongoing basis, including how to use formal and informal assessments of student performance and how to use products (e.g., projects, lab journals, rubrics, portfolios, student profiles, checklists) to evaluate students' understanding of and participation in the inquiry process.</li> <li>○ Selects — or designs — and administers a variety of appropriate assessments (e.g., performance assessment, self-assessment, formal/informal assessment, formative/summative assessment) to monitor students' understanding and progress and to plan for instruction.</li> <li>○ Understands the importance of communicating evaluation criteria and assessment results to students.</li> </ul> </li> <li>• <i>The teacher understands forces and motion and their relationships.</i> <ul style="list-style-type: none"> <li>○ Demonstrates an understanding of the properties of universal forces (e.g., gravitational, electrical, magnetic).</li> <li>○ Understands how to measure, graph and describe changes in motion by using concepts of position, direction of motion and speed.</li> <li>○ Analyzes the ways unbalanced forces acting on an object cause changes in the position or motion of the object.</li> <li>○ Analyzes the relationship between force and motion in a variety of situations (e.g., simple machines, geologic processes).</li> </ul> </li> <li>• <i>The teacher understands the physical and chemical properties of and changes in matter.</i></li> </ul> |

| Course Objectives or Student Learning Outcomes | Standard or Competency   |
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|  | <ul style="list-style-type: none"> <li>○ Describes and measures the physical and chemical properties of substances (e.g., size, shape, temperature, magnetism, hardness, mass, conduction, density).</li> <li>○ Describes the physical properties of solids, liquids and gases.</li> <li>○ Distinguishes between physical and chemical changes in matter.</li> <li>○ Applies knowledge of physical and chemical properties (including atomic structure) of and changes in matter to processes and situations that occur in life and in earth and space science.</li> <li>○ Distinguishes between elements, compounds, mixtures and solutions and describes their properties.</li> <li>○ Describes and explains the occurrence and importance of a variety of chemical reactions that occur in daily life (e.g., rusting, burning of fossil fuels, photosynthesis, cell respiration, chemical batteries, digestion of food).</li> <li>• <i>The teacher understands energy and interactions between matter and energy.</i> <ul style="list-style-type: none"> <li>○ Understands conservation of energy and energy transformations and analyzes how energy is transformed from one form to another (e.g., potential, kinetic, mechanical, sound, heat, light, chemical, electrical) in a variety of everyday situations and how increasing or decreasing amounts affect objects.</li> <li>○ Understands the basic concepts of heat energy and related processes (e.g., melting, evaporation, boiling, condensation, conduction, convection, and radiation).</li> <li>○ Understands the principles of electricity and magnetism and their applications (e.g., electric circuits, electromagnetic fields, motors, audio speakers, lightning).</li> <li>○ Applies knowledge of properties of light (e.g., reflection, refraction) to describe the functioning of optical systems and phenomena (e.g., camera, microscope, rainbow, eye).</li> <li>○ Demonstrates an understanding of the properties, production, and transmission of sound.</li> </ul> </li> <li>• <i>The teacher understands energy transformations and the conservation of matter and energy.</i> <ul style="list-style-type: none"> <li>○ Describes sources of electrical energy and processes of energy transformation for human uses (e.g., fossil fuels, solar panels, hydroelectric plants).</li> </ul> </li> </ul> |

| Course Objectives or Student Learning Outcomes  | Standard or Competency  |
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|   | <ul style="list-style-type: none"> <li>○ Applies knowledge of transfer of energy in a variety of situations (e.g., the production of heat, light, sound and magnetic effects by electrical energy; the process of photosynthesis; weather processes; food webs; food and energy pyramids).</li> <li>○ Understands applications of energy transformations and the conservation of matter and energy in life and in earth and space science.</li> </ul>   |
| <p><b>Week 6 Learning Goal 1:</b> The student will lead their class to a deeper understanding of life science concepts using various approaches.</p> <p><b>Week 6 Learning Goal 2:</b> The student will be able to change their classroom alternative conceptions and misconceptions of science concepts through various instructional practices.</p> | <ul style="list-style-type: none"> <li>• The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.</li> <li>• <i>The teacher understands the structure and function of living things.</i> <ul style="list-style-type: none"> <li>○ Understands that living systems have different structures that perform different functions.</li> <li>○ Understands and describes stages in the life cycles of common plants and animals (including animals that experience complete and incomplete metamorphosis).</li> <li>○ Understands that organisms have basic needs.</li> <li>○ Analyzes how structure complements function in cells, tissues, organs, organ systems and organisms.</li> <li>○ Identifies human body systems and describes their functions.</li> <li>○ Understands the relationship between characteristics, structures, and functions and corresponding taxonomic classifications.</li> </ul> </li> <li>• <i>The teacher understands reproduction and the mechanisms of heredity.</i> <ul style="list-style-type: none"> <li>○ Describes the processes by which plants and animals reproduce and explains how hereditary information is passed from one generation to the next.</li> <li>○ Compares and contrasts inherited traits and learned characteristics.</li> <li>○ Understands the organization of hereditary material and how an inherited trait can be determined by one or many genes and how more than one trait can be influenced by a single gene.</li> <li>○ Distinguishes between dominant and recessive traits and predicts the probable outcomes of genetic combinations.</li> <li>○ Evaluates the influence of environmental and genetic factors on the traits of an organism.</li> </ul> </li> <li>• <i>The teacher understands adaptations of organisms and the theory of evolution.</i></li> </ul> |

| Course Objectives or Student Learning Outcomes   | Standard or Competency  |
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|  | <ul style="list-style-type: none"> <li>○ Demonstrates knowledge of adaptive characteristics and explains how adaptations influence the survival of populations or species.</li> <li>○ Describes how populations and species change through time.</li> <li>○ Describes processes that enable traits to change through time, including selective breeding, mutation and other natural occurrences.</li> <li>• <i>The teacher understands the relationships between organisms and the environment.</i> <ul style="list-style-type: none"> <li>○ Understands that organisms respond to internal or external stimuli and analyzes the role of internal and external stimuli in the behavior of organisms.</li> <li>○ Understands relationships between organisms and the environment and describes ways that living organisms depend on each other and on the environment to meet their basic needs.</li> <li>○ Identifies organisms, populations or species with similar needs and analyzes how they compete with one another for resources.</li> <li>○ Analyzes the interrelationships and interdependence among producers, consumers and decomposers in an ecosystem (e.g., food webs, food chains, competition, predation).</li> <li>○ Identifies factors that influence the size and growth of populations in an ecosystem</li> <li>○ Analyzes adaptive characteristics that result in a population's or species' unique niche in an ecosystem.</li> <li>○ Knows how populations and species modify and affect ecosystems.</li> </ul> </li> </ul> |
| <p><b>Week 7 Learning Goal 1:</b> The student will lead their class to a deeper understanding of earth/space science concepts using various approaches.</p> <p><b>Week 7 Learning Goal 2:</b> The student will be able to change their classroom alternative conceptions and misconceptions of science concepts through various instructional practices.</p> | <ul style="list-style-type: none"> <li>• The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and Space science.</li> <li>• <i>The teacher understands the structure and function of Earth systems.</i> <ul style="list-style-type: none"> <li>○ Understands the structure of Earth and analyzes constructive and destructive processes (including plate tectonics, weathering and erosion) that produce geologic change, including how these processes have affected Earth history.</li> <li>○ Understands the form and function of surface water and groundwater.</li> <li>○ Applies knowledge of the composition and structure of the atmosphere and its properties.</li> <li>○ Applies knowledge of how human activity and natural processes, both gradual and catastrophic, can alter Earth systems.</li> </ul> </li> </ul>  |

| Course Objectives or Student Learning Outcomes  | Standard or Competency  |
|---|---|
|   | <ul style="list-style-type: none"> <li>• <i>The teacher understands cycles in Earth systems.</i> <ul style="list-style-type: none"> <li>○ Understands the rock cycle and how rocks, minerals and soils are formed, and their respective properties.</li> <li>○ Understands the water cycle and its relationship to weather processes.</li> <li>○ Understands the nutrient (e.g., carbon, nitrogen) cycle and its relationship to Earth systems.</li> <li>○ Applies knowledge of how human and natural processes affect Earth systems.</li> <li>○ Understands and describes the properties and uses of Earth materials (e.g., rocks, soils, water, atmospheric gases).</li> </ul> </li> <li>• <i>The teacher understands the role of energy in weather and climate.</i> <ul style="list-style-type: none"> <li>○ Understands the elements of weather (e.g., humidity, wind speed and direction, air pressure, temperature) and the tools used for measurement.</li> <li>○ Compares and contrasts weather and climate.</li> <li>○ Analyzes weather charts and data to make weather predictions.</li> <li>○ Applies knowledge of how transfers of energy between Earth systems affect weather and climate.</li> <li>○ Analyzes how Earth's position, orientation, and surface features affect weather and climate.</li> </ul> </li> <li>• <i>The teacher understands the characteristics of the solar system and the universe.</i> <ul style="list-style-type: none"> <li>○ The teacher understands the characteristics of the solar system and the universe.</li> <li>○ Applies knowledge of the Earth–Moon–Sun system and the interactions among them (e.g., day and night, seasons, lunar phases, eclipses).</li> <li>○ Identifies properties of the components of the solar system.</li> </ul> </li> </ul> |
| <p><b>Week 8 Learning Goal 1:</b> The student will apply key concepts of physical, earth/space, and life sciences to develop lessons using strategies and methods that increase understanding through authentic learning experiences.</p> <p><b>Week 8 Learning Goal 2:</b> The student will utilize digital tools,</p> | <ul style="list-style-type: none"> <li>• <i>(Lab Processes and Safety): The teacher understands how to manage learning activities, tools, materials, equipment and technologies to ensure the safety of all students.</i> <ul style="list-style-type: none"> <li>○ Understands safety regulations and guidelines for science facilities and science instruction.</li> <li>○ Knows procedures for and sources of information regarding the appropriate handling, use, disposal, care and maintenance of chemicals, materials, specimens and equipment.</li> <li>○ Knows procedures for the safe handling and ethical care and treatment of organisms and specimens.</li> </ul> </li> </ul>   |

| Course Objectives or Student Learning Outcomes  | Standard or Competency  |
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| <p>resources, and strategies to enhance their teaching effectiveness.</p> <p><b>Week 8 Learning Goal 3:</b> The student will create a learning experience that facilitates creative and critical thinking skills across the curriculum.</p> | <ul style="list-style-type: none"> <li>○ Selects and safely uses appropriate tools, technologies, materials and equipment needed for instructional activities.</li> <li>○ Understands concepts of precision, accuracy and error with regard to reading and recording numerical data from a scientific instrument.</li> <li>○ Understands how to gather, organize, display and communicate data in a variety of ways (e.g., charts, tables, graphs, diagrams, written reports, oral presentations).</li> <li>○ Understands the international system of measurement (i.e., metric system) and performs unit conversions within measurement systems, including the use of nonstandard units.</li> </ul> <ul style="list-style-type: none"> <li>● <i>The teacher understands the history and nature of science, the process and role of scientific inquiry and the role of inquiry in science instruction.</i> <ul style="list-style-type: none"> <li>○ Understands, plans, designs and implements instruction that provides opportunities for all students to engage in nonexperimental- and experimental-inquiry investigations.</li> <li>○ Focuses inquiry-based instruction on questions and issues relevant to students and uses strategies to assist students with generating, refining and focusing scientific questions and hypotheses.</li> <li>○ Understands and instructs students in the safe and proper use of a variety of grade-appropriate tools, equipment, resources, technology and techniques to access, gather, store, retrieve, organize and analyze data.</li> <li>○ Knows how to guide students in making systematic observations and measurements and posing questions to guide investigations.</li> <li>○ Knows how to promote the use of critical-thinking skills, logical reasoning and scientific problem solving to reach conclusions based on evidence.</li> <li>○ Knows how to teach students to develop, analyze and evaluate different explanations for a given scientific result, including that repeated investigations may increase reliability.</li> <li>○ Knows how to teach students to demonstrate an understanding of potential sources of error in inquiry-based investigation.</li> <li>○ Knows how to teach students to demonstrate an understanding of how to communicate and defend the results of an inquiry-based investigation.</li> <li>○ Understands principles of scientific ethics</li> </ul> </li> </ul> |



| Course Objectives or Student Learning Outcomes | Standard or Competency  |
|--|---|
|  | <ul style="list-style-type: none"> <li>○ Understands the roles that logical reasoning, verifiable evidence, prediction and peer review play in the process of generating and evaluating scientific knowledge.</li> <li>○ Understands the historical development of science (e.g., cell theory, plate tectonics, laws of motion, universal gravity) and technology and the contributions that diverse cultures and individuals of both genders have made to scientific and technological knowledge.</li> <li>● <i>The teacher knows and understands the unifying concepts and processes that are common to all sciences.</i></li> <li>● <i>The teacher has theoretical and practical knowledge about teaching science and about how students learn science.</i> <ul style="list-style-type: none"> <li>○ Understands how developmental characteristics, prior knowledge and experience and students' attitudes influence science learning.</li> <li>○ Selects and adapts science curricula, content, instructional materials, collaborations, vocabulary and activities to meet the levels of interest, knowledge and understanding as well as the abilities, experiences and needs of all students, including English-language learners.</li> <li>○ Understands how to use situations from students' daily lives to develop instructional materials that investigate how science can be used to make informed decisions.</li> <li>○ Understands common misconceptions in science and has effective ways to address those misconceptions.</li> <li>○ Understands developmentally appropriate design and implementation of hands-on learning experiences in science and selects effective, appropriate instructional practices, activities, technologies and materials to promote students' scientific knowledge, skills and inquiry processes.</li> <li>○ Understands questioning strategies designed to elicit higher-level thinking and how to use them to move students from concrete to more abstract understanding.</li> <li>○ Understands the importance of planning activities that are inclusive and that accommodate the needs of all students.</li> <li>○ Understands how to sequence learning activities in a way that enables students to build on their prior knowledge and that challenges them to expand their understanding of science.</li> </ul> </li> <li>● <i>The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.</i> <ul style="list-style-type: none"> <li>○ <i>Understands the relationships between a science curriculum, assessment and instruction and bases</i></li> </ul> </li> </ul> |

| Course Objectives or Student Learning Outcomes | Standard or Competency   |
|--|--|
|  | <p><i>instruction on information gathered through assessment of students' strengths and needs.</i></p> <ul style="list-style-type: none"> <li>○ <i>Understands the importance of monitoring and assessing students' understanding of science concepts and skills on an ongoing basis, including how to use formal and informal assessments of student performance and how to use products (e.g., projects, lab journals, rubrics, portfolios, student profiles, checklists) to evaluate students' understanding of and participation in the inquiry process.</i></li> <li>○ <i>Selects — or designs — and administers a variety of appropriate assessments (e.g., performance assessment, self-assessment, formal/informal assessment, formative/summative assessment) to monitor students' understanding and progress and to plan for instruction.</i></li> <li>○ <i>Understands the importance of communicating evaluation criteria and assessment results to students.</i></li> </ul> |

## Appendix B:

### Required assignment/standard alignment matrix

| Assignment/Module/<br>Course Activities   | Standard or Competency   |
|---|--|
| Week 1 Constructed                        | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p> |
| TEKS Assignment                           | <ul style="list-style-type: none"> <li>• The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.</li> <li>• The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.</li> <li>• The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and Space science.</li> </ul>  |
| Week 3 Constructed<br>Response Assignment | <ul style="list-style-type: none"> <li>• <i>The teacher has theoretical and practical knowledge about teaching science and about how students learn science.</i> <ul style="list-style-type: none"> <li>○ Understands how developmental characteristics, prior knowledge and experience and students' attitudes influence science learning.</li> <li>○ Selects and adapts science curricula, content, instructional materials, collaborations, vocabulary and activities to meet the levels of interest, knowledge and understanding as well as the abilities, experiences and needs of all students, including English-language learners.</li> </ul> </li> </ul>  |

| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p> |
|   | <ul style="list-style-type: none"> <li>○ Understands how to use situations from students' daily lives to develop instructional materials that investigate how science can be used to make informed decisions.</li> <li>○ Understands common misconceptions in science and has effective ways to address those misconceptions.</li> <li>○ Understands developmentally appropriate design and implementation of hands-on learning experiences in science and selects effective, appropriate instructional practices, activities, technologies and materials to promote students' scientific knowledge, skills and inquiry processes.</li> <li>○ Understands questioning strategies designed to elicit higher-level thinking and how to use them to move students from concrete to more abstract understanding.</li> <li>○ Understands the importance of planning activities that are inclusive and that accommodate the needs of all students.</li> <li>○ Understands how to sequence learning activities in a way that enables students to build on their prior knowledge and that challenges them to expand their understanding of science.</li> </ul>   |
| Performance Assessment                  |  |

| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>                           |
|   | <ul style="list-style-type: none"> <li>• <i>The teacher has theoretical and practical knowledge about teaching science and about how students learn science.</i> <ul style="list-style-type: none"> <li>○ Understands how developmental characteristics, prior knowledge and experience and students' attitudes influence science learning.</li> <li>○ Selects and adapts science curricula, content, instructional materials, collaborations, vocabulary and activities to meet the levels of interest, knowledge and understanding as well as the abilities, experiences and needs of all students, including English-language learners.</li> <li>○ Understands how to use situations from students' daily lives to develop instructional materials that investigate how science can be used to make informed decisions.</li> <li>○ Understands common misconceptions in science and has effective ways to address those misconceptions.</li> <li>○ Understands developmentally appropriate design and implementation of hands-on learning experiences in science and selects effective, appropriate instructional practices, activities, technologies and materials to promote students' scientific knowledge, skills and inquiry processes.</li> </ul> </li> </ul> |

| Assignment/Module/<br>Course Activities | Standard or Competency  |
|---|---|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>  |
|   | <ul style="list-style-type: none"> <li>○ Understands questioning strategies designed to elicit higher-level thinking and how to use them to move students from concrete to more abstract understanding.</li> <li>○ Understands the importance of planning activities that are inclusive and that accommodate the needs of all students.</li> <li>○ Understands how to sequence learning activities in a way that enables students to build on their prior knowledge and that challenges them to expand their understanding of science.</li> </ul> <ul style="list-style-type: none"> <li>• The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning. <ul style="list-style-type: none"> <li>○ Understands the relationships between a science curriculum, assessment and instruction and bases instruction on information gathered through assessment of students' strengths and needs.</li> <li>○ Understands the importance of monitoring and assessing students' understanding of science concepts and skills on an ongoing basis, including how to use formal and informal assessments of student performance and how to use products (e.g., projects, lab journals, rubrics, portfolios, student profiles, checklists) to evaluate</li> </ul> </li> </ul> |

| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>   |
|   | <p>students' understanding of and participation in the inquiry process.</p> <ul style="list-style-type: none"> <li>○ Selects — or designs — and administers a variety of appropriate assessments (e.g., performance assessment, self-assessment, formal/informal assessment, formative/summative assessment) to monitor students' understanding and progress and to plan for instruction.</li> <li>○ Understands the importance of communicating evaluation criteria and assessment results to students.</li> </ul> <ul style="list-style-type: none"> <li>• <i>The teacher understands forces and motion and their relationships.</i> <ul style="list-style-type: none"> <li>○ Demonstrates an understanding of the properties of universal forces (e.g., gravitational, electrical, magnetic).</li> <li>○ Understands how to measure, graph and describe changes in motion by using concepts of position, direction of motion and speed.</li> <li>○ Analyzes the ways unbalanced forces acting on an object cause changes in the position or motion of the object.</li> <li>○ Analyzes the relationship between force and motion in a variety of situations (e.g., simple machines, geologic processes).</li> </ul> </li> <li>• <i>The teacher understands the physical and chemical properties of and changes in matter.</i></li> </ul> |

| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>   |
|   | <ul style="list-style-type: none"> <li>○ Describes and measures the physical and chemical properties of substances (e.g., size, shape, temperature, magnetism, hardness, mass, conduction, density).</li> <li>○ Describes the physical properties of solids, liquids and gases.</li> <li>○ Distinguishes between physical and chemical changes in matter.</li> <li>○ Applies knowledge of physical and chemical properties (including atomic structure) of and changes in matter to processes and situations that occur in life and in earth and space science.</li> <li>○ Distinguishes between elements, compounds, mixtures and solutions and describes their properties.</li> <li>○ Describes and explains the occurrence and importance of a variety of chemical reactions that occur in daily life (e.g., rusting, burning of fossil fuels, photosynthesis, cell respiration, chemical batteries, digestion of food).</li> <li>• <i>The teacher understands energy and interactions between matter and energy.</i> <ul style="list-style-type: none"> <li>○ Understands conservation of energy and energy transformations and analyzes how energy is transformed from one form to another (e.g., potential, kinetic, mechanical, sound, heat, light, chemical, electrical) in a</li> </ul> </li> </ul> |



| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>   |
|   | <p>variety of everyday situations and how increasing or decreasing amounts affect objects.</p> <ul style="list-style-type: none"> <li>○ Understands the basic concepts of heat energy and related processes (e.g., melting, evaporation, boiling, condensation, conduction, convection, and radiation).</li> <li>○ Understands the principles of electricity and magnetism and their applications (e.g., electric circuits, electromagnetic fields, motors, audio speakers, lightning).</li> <li>○ Applies knowledge of properties of light (e.g., reflection, refraction) to describe the functioning of optical systems and phenomena (e.g., camera, microscope, rainbow, eye).</li> <li>○ Demonstrates an understanding of the properties, production, and transmission of sound.</li> </ul> <ul style="list-style-type: none"> <li>• <i>The teacher understands energy transformations and the conservation of matter and energy.</i> <ul style="list-style-type: none"> <li>○ Describes sources of electrical energy and processes of energy transformation for human uses (e.g., fossil fuels, solar panels, hydroelectric plants).</li> <li>○ Applies knowledge of transfer of energy in a variety of situations (e.g., the production of heat, light, sound and magnetic effects by electrical energy; the process of</li> </ul> </li> </ul> |

| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p> |
|   | <p>photosynthesis; weather processes; food webs; food and energy pyramids).</p> <p>Understands applications of energy transformations and the conservation of matter and energy in life and in earth and space science.</p>  |
| Lesson Plan and Reflection              | <ul style="list-style-type: none"> <li>• The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and Space science.</li> <li>• <i>The teacher understands the structure and function of Earth systems.</i> <ul style="list-style-type: none"> <li>○ Understands the structure of Earth and analyzes constructive and destructive processes (including plate tectonics, weathering and erosion) that produce geologic change, including how these processes have affected Earth history.</li> <li>○ Understands the form and function of surface water and groundwater.</li> <li>○ Applies knowledge of the composition and structure of the atmosphere and its properties.</li> <li>○ Applies knowledge of how human activity and natural processes, both gradual and catastrophic, can alter Earth systems.</li> </ul> </li> <li>• <i>The teacher understands cycles in Earth systems.</i> <ul style="list-style-type: none"> <li>○ Understands the rock cycle and how rocks, minerals and soils are formed, and their respective properties.</li> </ul> </li> </ul>   |

| Assignment/Module/<br>Course Activities | Standard or Competency  |
|---|---|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>  |
|   | <ul style="list-style-type: none"> <li>○ Understands the water cycle and its relationship to weather processes.</li> <li>○ Understands the nutrient (e.g., carbon, nitrogen) cycle and its relationship to Earth systems.</li> <li>○ Applies knowledge of how human and natural processes affect Earth systems.</li> <li>○ Understands and describes the properties and uses of Earth materials (e.g., rocks, soils, water, atmospheric gases).</li> <li>• <i>The teacher understands the role of energy in weather and climate.</i> <ul style="list-style-type: none"> <li>○ Understands the elements of weather (e.g., humidity, wind speed and direction, air pressure, temperature) and the tools used for measurement.</li> <li>○ Compares and contrasts weather and climate.</li> <li>○ Analyzes weather charts and data to make weather predictions.</li> <li>○ Applies knowledge of how transfers of energy between Earth systems affect weather and climate.</li> <li>○ Analyzes how Earth's position, orientation, and surface features affect weather and climate.</li> </ul> </li> <li>• <i>The teacher understands the characteristics of the solar system and the universe.</i> <ul style="list-style-type: none"> <li>○ The teacher understands the characteristics of the solar system and the universe.</li> </ul> </li> </ul> |

| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p> |
|   | <ul style="list-style-type: none"> <li>○ Applies knowledge of the Earth–Moon–Sun system and the interactions among them (e.g., day and night, seasons, lunar phases, eclipses).</li> <li>• <u>Identifies properties of the components of the solar system.</u></li> </ul>  |
| Classroom Observation                   | <ul style="list-style-type: none"> <li>• <i>(Lab Processes and Safety): The teacher understands how to manage learning activities, tools, materials, equipment and technologies to ensure the safety of all students.</i> <ul style="list-style-type: none"> <li>○ Understands safety regulations and guidelines for science facilities and science instruction.</li> <li>○ Knows procedures for and sources of information regarding the appropriate handling, use, disposal, care and maintenance of chemicals, materials, specimens and equipment.</li> <li>○ Knows procedures for the safe handling and ethical care and treatment of organisms and specimens.</li> <li>○ Selects and safely uses appropriate tools, technologies, materials and equipment needed for instructional activities.</li> <li>○ Understands concepts of precision, accuracy and error with regard to reading and recording numerical data from a scientific instrument.</li> </ul> </li> </ul>  |

| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>                           |
|   | <ul style="list-style-type: none"> <li>○ Understands how to gather, organize, display and communicate data in a variety of ways (e.g., charts, tables, graphs, diagrams, written reports, oral presentations).</li> <li>○ Understands the international system of measurement (i.e., metric system) and performs unit conversions within measurement systems, including the use of nonstandard units.</li> <li>• <i>The teacher understands the history and nature of science, the process and role of scientific inquiry and the role of inquiry in science instruction.</i> <ul style="list-style-type: none"> <li>○ Understands, plans, designs and implements instruction that provides opportunities for all students to engage in nonexperimental- and experimental-inquiry investigations.</li> <li>○ Focuses inquiry-based instruction on questions and issues relevant to students and uses strategies to assist students with generating, refining and focusing scientific questions and hypotheses.</li> <li>○ Understands and instructs students in the safe and proper use of a variety of grade-appropriate tools, equipment, resources, technology and techniques to access, gather, store, retrieve, organize and analyze data.</li> </ul> </li> </ul> |

| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>   |
|   | <ul style="list-style-type: none"> <li>○ Knows how to guide students in making systematic observations and measurements and posing questions to guide investigations.</li> <li>○ Knows how to promote the use of critical-thinking skills, logical reasoning and scientific problem solving to reach conclusions based on evidence.</li> <li>○ Knows how to teach students to develop, analyze and evaluate different explanations for a given scientific result, including that repeated investigations may increase reliability.</li> <li>○ Knows how to teach students to demonstrate an understanding of potential sources of error in inquiry-based investigation.</li> <li>○ Knows how to teach students to demonstrate an understanding of how to communicate and defend the results of an inquiry-based investigation.</li> <li>○ Understands principles of scientific ethics</li> <li>○ Understands the roles that logical reasoning, verifiable evidence, prediction and peer review play in the process of generating and evaluating scientific knowledge.</li> <li>○ Understands the historical development of science (e.g., cell theory, plate tectonics, laws of motion, universal gravity) and technology and the contributions that diverse cultures and</li> </ul> |

| Assignment/Module/<br>Course Activities | Standard or Competency  |
|---|---|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>  |
|   | <p>individuals of both genders have made to scientific and technological knowledge.</p> <ul style="list-style-type: none"> <li>• <i>The teacher knows and understands the unifying concepts and processes that are common to all sciences.</i></li> <li>• <i>The teacher has theoretical and practical knowledge about teaching science and about how students learn science.</i> <ul style="list-style-type: none"> <li>○ Understands how developmental characteristics, prior knowledge and experience and students' attitudes influence science learning.</li> <li>○ Selects and adapts science curricula, content, instructional materials, collaborations, vocabulary and activities to meet the levels of interest, knowledge and understanding as well as the abilities, experiences and needs of all students, including English-language learners.</li> <li>○ Understands how to use situations from students' daily lives to develop instructional materials that investigate how science can be used to make informed decisions.</li> <li>○ Understands common misconceptions in science and has effective ways to address those misconceptions.</li> <li>○ Understands developmentally appropriate design and implementation of hands-on learning experiences in science</li> </ul> </li> </ul> |

| Assignment/Module/<br>Course Activities | Standard or Competency  |
|---|---|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p>  |
|   | <p>and selects effective, appropriate instructional practices, activities, technologies and materials to promote students' scientific knowledge, skills and inquiry processes.</p> <ul style="list-style-type: none"> <li>○ Understands questioning strategies designed to elicit higher-level thinking and how to use them to move students from concrete to more abstract understanding.</li> <li>○ Understands the importance of planning activities that are inclusive and that accommodate the needs of all students.</li> <li>○ Understands how to sequence learning activities in a way that enables students to build on their prior knowledge and that challenges them to expand their understanding of science.</li> </ul> <ul style="list-style-type: none"> <li>• <i>The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.</i> <ul style="list-style-type: none"> <li>○ <i>Understands the relationships between a science curriculum, assessment and instruction and bases instruction on information gathered through assessment of students' strengths and needs.</i></li> <li>○ <i>Understands the importance of monitoring and assessing students' understanding of science concepts and skills on an ongoing basis, including how to use formal and informal assessments of student performance and how to use products (e.g., projects, lab journals, rubrics, portfolios, student</i></li> </ul> </li> </ul> |



| Assignment/Module/<br>Course Activities | Standard or Competency   |
|---|--|
| Week 1 Constructed                      | <ul style="list-style-type: none"> <li>• <i>The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.</i> <ul style="list-style-type: none"> <li>○ Understands that decisions about the use of science are based on factors such as ethical standards, economics and personal and societal needs.</li> <li>○ Applies scientific principles to analyze the advantages of, disadvantages of or alternatives to a given decision or course of action.</li> <li>○ Applies scientific principles and processes to analyze factors that influence personal choices concerning fitness and health, including physiological and psychological effects and risks associated with the use of substances and substance abuse.</li> <li>○ Understands concepts, characteristics and issues related to changes in populations and human population growth.</li> <li>○ Identifies and understands the types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources.</li> </ul> </li> </ul> <p>Understands the role science and scientists can play in helping resolve personal, societal and global challenges.</p> |
|   | <p><i>profiles, checklists) to evaluate students' understanding of and participation in the inquiry process.</i></p> <ul style="list-style-type: none"> <li>○ <i>Selects — or designs — and administers a variety of appropriate assessments (e.g., performance assessment, self-assessment, formal/informal assessment, formative/summative assessment) to monitor students' understanding and progress and to plan for instruction.</i></li> <li>○ <i>Understands the importance of communicating evaluation criteria and assessment results to students.</i></li> </ul>   |

| Grade Level | Standards  |
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| Pre-K       | <p>VII.A.1.<br/>Child observes, investigates describes, and discusses properties and characteristics of common objects.</p> <p>VII.A.2.<br/>Child observes, investigates describes and discusses position and motion of objects.</p> <p>VII.A.3.<br/>Child uses simple measuring devices to learn about objects.</p> |

| Grade Level | Standards   |
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|             | <p>VI.A.4.<br/>Child observes investigates describes and discusses sources of energy including light, heat, and electricity.</p> <p>VII.B.1.<br/>Child observes, investigates, describes and discusses the characteristics of organisms.</p> <p>VII.B. 2.<br/>Child describes life cycles of organisms.</p> <p>VII.B.3.<br/>Child observes, investigates, describes and discusses the relationship of organisms to their environments.</p> <p>VII.C.1.<br/>Child observes, investigates, describes and discusses earth materials, and their properties and uses.</p> <p>VII.C.2.<br/>Child identifies, observes, and discusses objects in the sky.</p> <p>VII.C.3.<br/>Child observes and describes what happens during changes in the earth and sky</p> <p>VII.C.4.<br/>Child demonstrates the importance of caring for our environment and our planet.</p>  |
| K           | <p>(a) Introduction.</p> <p>(1) In Kindergarten, students observe and describe the natural world using their senses. Students do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.</p> <p>(A) A central theme throughout the study of scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment is active engagement in asking questions, creating a method to answer those questions, answering those questions, communicating ideas, and exploring with scientific tools. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations used in descriptive investigations.</p> <p>(B) Matter is described in terms of its physical properties, including relative size, weight, shape, color, and texture. The importance of light, thermal, and sound energy is identified as it relates to the students' everyday life. The location and motion of objects are explored.</p> <p>(C) Weather is recorded and discussed on a daily basis so students may begin to recognize patterns in the weather. Other patterns are observed in the appearance of objects in the sky.</p> |

| Grade Level | Standards  |
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|             | <p>(D) In life science, students recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through interactions with living and nonliving things. Students will investigate the life cycle of plants and identify likenesses between parents and offspring.</p> <p>(2) 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."</p> <p>(3) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.</p> <p>(4) 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 80% of instructional time.</p> <p>(5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(b) Knowledge and skills.</p> <p>(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p> <p>(A) identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and</p> <p>(B) demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.</p> <p>(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events observed in the natural world;</p> <p>(B) plan and conduct simple descriptive investigations;</p> <p>(C) collect data and make observations using simple tools;</p> <p>(D) record and organize data and observations using pictures, numbers, and words; and</p> <p>(E) communicate observations about simple descriptive investigations.</p> |

| Grade Level | Standards   |
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|             | <p>(3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify and explain a problem such as the impact of littering and propose a solution;</li> <li>(B) make predictions based on observable patterns in nature; and</li> <li>(C) explore that scientists investigate different things in the natural world and use tools to help in their investigations.</li> </ul> <p>(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums; and</li> <li>(B) use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment.</li> </ul> <p>(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture; and</li> <li>(B) observe, record, and discuss how materials can be changed by heating or cooling.</li> </ul> <p>(6) Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) use the senses to explore different forms of energy such as light, thermal, and sound;</li> <li>(B) explore interactions between magnets and various materials;</li> <li>(C) observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside; and</li> <li>(D) observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.</li> </ul> <p>(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) observe, describe, and sort rocks by size, shape, color, and texture;</li> <li>(B) observe and describe physical properties of natural sources of water, including color and clarity; and</li> <li>(C) give examples of ways rocks, soil, and water are useful.</li> </ul> <p>(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) observe and describe weather changes from day to day and over seasons;</li> <li>(B) identify events that have repeating patterns, including seasons of the year and day and night; and</li> </ul> |

| Grade Level | Standards  |
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|             | <p>(C) observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun.</p> <p>(9) Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:</p> <p>(A) differentiate between living and nonliving things based upon whether they have basic needs and produce offspring; and</p> <p>(B) examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.</p> <p>(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:</p> <p>(A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape;</p> <p>(B) identify basic parts of plants and animals;</p> <p>(C) identify ways that young plants resemble the parent plant; and</p> <p>(D) observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.</p>   |
| 1st         | <p>(a) Introduction.</p> <p>(1) In Grade 1, students observe and describe the natural world using their senses. Students do science as inquiry in order to develop and enrich their abilities to understand the world around them in the context of scientific concepts and processes. Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.</p> <p>(A) A central theme in first grade science is active engagement in asking questions, creating a method to answer those questions, answering those questions, communicating ideas, and exploring with scientific tools in order to explain scientific concepts and processes like scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations used in descriptive investigations.</p> <p>(B) Matter is described in terms of its physical properties, including relative size, weight, shape, color, and texture. The importance of light, thermal, and sound energy is identified as it relates to the students' everyday life. The location and motion of objects are explored.</p> <p>(C) Weather is recorded and discussed on a daily basis so students may begin to recognize patterns in the weather. In addition, patterns are observed in the appearance of objects in the sky.</p> <p>(D) In life science, students recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through interactions with living and nonliving things.</p> |

| Grade Level | Standards  |
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|             | <p>Students will investigate life cycles of animals and identify likenesses between parents and offspring.</p> <p>(2) 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."</p> <p>(3) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.</p> <p>(4) 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 80% of instructional time.</p> <p>(5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(b) Knowledge and skills.</p> <p>(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p> <p>(A) identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and</p> <p>(B) identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.</p> <p>(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events observed in the natural world;</p> <p>(B) plan and conduct simple descriptive investigations;</p> <p>(C) collect data and make observations using simple tools;</p> <p>(D) record and organize data using pictures, numbers, and words; and</p> <p>(E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.</p> <p>(3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:</p> <p>(A) identify and explain a problem and propose a solution;</p> <p>(B) make predictions based on observable patterns; and</p> <p>(C) describe what scientists do.</p> |

| Grade Level | Standards   |
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|             | <p>(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</p> <p>(A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums; and</p> <p>(B) measure and compare organisms and objects using non-standard units.</p> <p>(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <p>(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture;</p> <p>(B) predict and identify changes in materials caused by heating and cooling; and</p> <p>(C) classify objects by the materials from which they are made.</p> <p>(6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:</p> <p>(A) identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life;</p> <p>(B) predict and describe how a magnet can be used to push or pull an object; and</p> <p>(C) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.</p> <p>(7) Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:</p> <p>(A) observe, compare, describe, and sort components of soil by size, texture, and color;</p> <p>(B) identify and describe a variety of natural sources of water, including streams, lakes, and oceans; and</p> <p>(C) identify how rocks, soil, and water are used to make products.</p> <p>(8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>(A) record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy;</p> <p>(B) observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun;</p> <p>(C) identify characteristics of the seasons of the year and day and night; and</p> <p>(D) demonstrate that air is all around us and observe that wind is moving air.</p> |

| Grade Level | Standards  |
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|             | <p>(9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) sort and classify living and nonliving things based upon whether they have basic needs and produce offspring;</li> <li>(B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver; and</li> <li>(C) gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter.</li> </ul> <p>(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;</li> <li>(B) identify and compare the parts of plants;</li> <li>(C) compare ways that young animals resemble their parents; and</li> <li>(D) observe and record life cycles of animals such as a chicken, frog, or fish.</li> </ul>   |
| 2nd         | <p>(a) Introduction.</p> <p>(1) In Grade 2, careful observation and investigation are used to learn about the natural world and reveal patterns, changes, and cycles. Students should understand that certain types of questions can be answered by using observation and investigations and that the information gathered in these investigations may change as new observations are made. As students participate in investigation, they develop the skills necessary to do science as well as develop new science concepts.</p> <p>(A) A central theme throughout the study of scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment is active engagement in asking questions, creating a method to answer those questions, answering those questions, communicating ideas, and exploring with scientific tools. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations used in descriptive investigations.</p> <p>(B) Within the physical environment, students expand their understanding of the properties of objects such as temperature, shape, and flexibility then use those properties to compare, classify, and then combine the objects to do something that they could not do before. Students manipulate objects to demonstrate a change in motion and position.</p> <p>(C) Within the natural environment, students will observe the properties of earth materials as well as predictable patterns that occur on Earth and in the sky. The students understand that those patterns are used to make choices in clothing, activities, and transportation.</p> <p>(D) Within the living environment, students explore patterns, systems, and cycles by investigating characteristics of organisms, life cycles, and</p> |



| Grade Level | Standards  |
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|             | <p>interactions among all the components within their habitat. Students examine how living organisms depend on each other and on their environment.</p> <p>(2) 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."</p> <p>(3) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.</p> <p>(4) The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes, including inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information, while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 60% of instructional time.</p> <p>(5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(b) Knowledge and skills.</p> <p>(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:</p> <p>(A) identify, describe, and demonstrate safe practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and</p> <p>(B) identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal.</p> <p>(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events during observations and investigations;</p> <p>(B) plan and conduct descriptive investigations;</p> <p>(C) collect data from observations using scientific tools;</p> <p>(D) record and organize data using pictures, numbers, and words;</p> <p>(E) communicate observations and justify explanations using student-generated data from simple descriptive investigations; and</p> <p>(F) compare results of investigations with what students and scientists know about the world.</p> <p>(3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:</p> |

| Grade Level | Standards   |
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|             | <p>(A) identify and explain a problem and propose a task and solution for the problem;</p> <p>(B) make predictions based on observable patterns; and</p> <p>(C) identify what a scientist is and explore what different scientists do.</p> <p>(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</p> <p>(A) collect, record, and compare information using tools, including computers, hand lenses, rulers, plastic beakers, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums; and</p> <p>(B) measure and compare organisms and objects.</p> <p>(5) Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:</p> <p>(A) classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid;</p> <p>(B) compare changes in materials caused by heating and cooling;</p> <p>(C) demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties; and</p> <p>(D) combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties.</p> <p>(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:</p> <p>(A) investigate the effects on objects by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter;</p> <p>(B) observe and identify how magnets are used in everyday life; and</p> <p>(C) trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time.</p> <p>(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:</p> <p>(A) observe, describe, and compare rocks by size, texture, and color;</p> <p>(B) identify and compare the properties of natural sources of freshwater and saltwater; and</p> <p>(C) distinguish between natural and manmade resources.</p> <p>(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p> <p>(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data;</p> <p>(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation; and</p> |

| Grade Level | Standards   |
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|             | <p>(C) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.</p> <p>(9) Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:</p> <p>(A) identify the basic needs of plants and animals;</p> <p>(B) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things; and</p> <p>(C) compare the ways living organisms depend on each other and on their environments such as through food chains.</p> <p>(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:</p> <p>(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs;</p> <p>(B) observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant; and</p> <p>(C) investigate and record some of the unique stages that insects such as grasshoppers and butterflies undergo during their life cycle.</p>  |
| 3rd         | <p>(a) Introduction.</p> <p>(1) 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 using models to support scientific inquiry about the natural world.</p> <p>(A) Within the physical environment, 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 thermal energy in everyday life. Students manipulate objects by pushing and pulling to demonstrate changes in motion and position.</p> <p>(B) Within the natural environment, 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.</p> <p>(C) Within the living environment, 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.</p> |

| Grade Level | Standards   |
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|             | <p>(2) 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."</p> <p>(3) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.</p> <p>(4) The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific practices, 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.</p> <p>(5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(b) Knowledge and skills.</p> <p>(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate practices. The student is expected to:</p> <p>(A) demonstrate safe practices as described in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment as appropriate, including safety goggles or chemical splash goggles, as appropriate, and gloves; and</p> <p>(B) make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics.</p> <p>(2) Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:</p> <p>(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;</p> <p>(B) collect and record data by observing and measuring using the metric system and recognize differences between observed and measured data;</p> <p>(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data;</p> <p>(D) analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations;</p> <p>(E) demonstrate that repeated investigations may increase the reliability of results; and</p> <p>(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.</p> <p>(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:</p> |

| Grade Level | Standards   |
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|             | <p>(A) analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing;</p> <p>(B) represent the natural world using models such as volcanoes or the Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials; and</p> <p>(C) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.</p> <p>(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 collect, record, and analyze information using tools, including cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, magnets, collecting nets, notebooks, and Sun, Earth, and Moon system models; timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums.</p> <p>(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float;</p> <p>(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;</p> <p>(C) predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water, condensation forming on the outside of a glass of ice water, or liquid water being heated to the point of becoming water vapor; and</p> <p>(D) explore and recognize that a mixture is created when two materials are combined such as gravel and sand or metal and plastic paper clips.</p> <p>(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:</p> <p>(A) explore different forms of energy, including mechanical, light, sound, and thermal in everyday life;</p> <p>(B) demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons; and</p> <p>(C) observe forces such as magnetism and gravity acting on objects.</p> <p>(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:</p> <p>(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains;</p> <p>(B) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides; and</p> <p>(C) 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.</p> |

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|             | <p>(8) Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p> <p>(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;</p> <p>(B) describe and illustrate the Sun as a star composed of gases that provides light and thermal energy;</p> <p>(C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and</p> <p>(D) identify the planets in Earth's solar system and their position in relation to the Sun.</p> <p>(9) Organisms and environments. The student knows and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:</p> <p>(A) observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem;</p> <p>(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; and</p> <p>(C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.</p> <p>(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:</p> <p>(A) explore how structures and functions of plants and animals allow them to survive in a particular environment; and</p> <p>(B) 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 beetles.</p> |
| 4th         | <p>(a) Introduction.</p> <p>(1) 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.</p> <p>(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.</p>  |

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|             | <p>(B) 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.</p> <p>(C) 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 enable organisms to survive in their ecosystem.</p> <p>(2) 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."</p> <p>(3) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.</p> <p>(4) 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.</p> <p>(5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(b) Knowledge and skills.</p> <p>(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:</p> <p>(A) demonstrate safe practices and the use of safety equipment as described in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate; and</p> <p>(B) make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic.</p> <p>(2) Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:</p> <p>(A) plan and implement descriptive investigations, including asking well defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions;</p> |

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|             | <p>(B) collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps;</p> <p>(C) construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data;</p> <p>(D) analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured;</p> <p>(E) perform repeated investigations to increase the reliability of results; and</p> <p>(F) communicate valid oral and written results supported by data.</p> <p>(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:</p> <p>(A) analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing;</p> <p>(B) represent the natural world using models such as the water cycle and stream tables and identify their limitations, including accuracy and size; and</p> <p>(C) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.</p> <p>(4) Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, balances, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums.</p> <p>(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>(A) measure, compare, and contrast physical properties of matter, including mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float; and</p> <p>(B) compare and contrast a variety of mixtures, including solutions.</p> <p>(6) Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:</p> <p>(A) differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal;</p> <p>(B) differentiate between conductors and insulators of thermal and electrical energy;</p> <p>(C) demonstrate that electricity travels in a closed path, creating an electrical circuit; and</p> <p>(D) design a descriptive investigation to explore the effect of force on an object such as a push or a pull, gravity, friction, or magnetism.</p> |



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|                 | <p>(7) Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:</p> <p>(A) examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants;</p> <p>(B) observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice; and</p> <p>(C) identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation.</p> <p>(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:</p> <p>(A) measure, record, and predict changes in weather;</p> <p>(B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process; and</p> <p>(C) collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time.</p> <p>(9) Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment. The student is expected to:</p> <p>(A) investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food; and</p> <p>(B) describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.</p> <p>(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures and behaviors that help them survive within their environment. The student is expected to:</p> <p>(A) explore how structures and functions enable organisms to survive in their environment;</p> <p>(B) explore and describe examples of traits that are inherited from parents to offspring such as eye color and shapes of leaves and behaviors that are learned such as reading a book and a wolf pack teaching their pups to hunt effectively; and</p> <p>(C) explore, illustrate, and compare life cycles in living organisms such as beetles, crickets, radishes, or lima beans.</p> |
| 5 <sup>th</sup> | <p>(a) Introduction.</p> <p>(1) In Grade 5, scientific 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</p>  |

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|             | <p>how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.</p> <p>(A) Within the physical environment, students learn about the physical properties of matter, including magnetism, mass, physical states of matter, relative density, solubility in water, and the ability to conduct or insulate electrical and thermal energy. Students explore the uses of light, thermal, electrical, mechanical, and sound energies.</p> <p>(B) Within the natural environment, students learn how changes occur on Earth's surface and that predictable patterns occur in the sky. Students learn that the natural world consists of resources, including nonrenewable and renewable.</p> <p>(C) Within the living environment, students learn that structure and function of organisms can improve the survival of members of a species. Students learn to differentiate between inherited traits and learned behaviors.</p> <p>(2) 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."</p> <p>(3) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy</p> <p>(4) 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.</p> <p>(5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(b) Knowledge and skills.</p> <p>(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:</p> <p>(A) demonstrate safe practices and the use of safety equipment as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate; and</p> <p>(B) make informed choices in the conservation, disposal, and recycling of materials.</p> <p>(2) Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:</p> <p>(A) describe, plan, and implement simple experimental investigations testing one variable;</p> |

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|             | <p>(B) ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;</p> <p>(C) collect and record information using detailed observations and accurate measuring;</p> <p>(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;</p> <p>(E) demonstrate that repeated investigations may increase the reliability of results;</p> <p>(F) communicate valid conclusions in both written and verbal forms; and</p> <p>(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.</p> <p>(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:</p> <p>(A) analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing;</p> <p>(B) draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks; and</p> <p>(C) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.</p> <p>(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 collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observations of habitats or organisms such as terrariums and aquariums.</p> <p>(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>(A) classify matter based on measurable, testable, and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water, and the ability to conduct or insulate thermal energy or electric energy;</p> <p>(B) demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water; and</p> <p>(C) identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water.</p> |

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|             | <p>(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:</p> <p>(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy;</p> <p>(B) demonstrate that the flow of electricity in closed circuits can produce light, heat, or sound;</p> <p>(C) demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one medium to another and is refracted; and</p> <p>(D) design a simple experimental investigation that tests the effect of force on an object.</p> <p>(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:</p> <p>(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels; and</p> <p>(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice.</p> <p>(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:</p> <p>(A) differentiate between weather and climate;</p> <p>(B) explain how the Sun and the ocean interact in the water cycle;</p> <p>(C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky; and</p> <p>(D) identify and compare the physical characteristics of the Sun, Earth, and Moon</p> <p>(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:</p> <p>(A) observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;</p> <p>(B) describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers;</p> <p>(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways; and</p> <p>(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models.</p> <p>(10) Organisms and environments. The student knows that organisms have structures and behaviors that help them survive within their environments. The student is expected to:</p> <p>(A) compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals; and</p> |

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|             | (B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle.  |
| 6th         | <p>a) Introduction.</p> <p>(1) Grade 6 science is interdisciplinary in nature; however, much of the content focus is on physical science. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. In order to follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. The strands for Grade 6 include the following.</p> <p>(A) Scientific investigations and reasoning.</p> <p>(i) To develop a rich knowledge of science and the natural world, students must become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work.</p> <p>(ii) Scientific investigations are conducted for different reasons. All investigations require a research question, careful observations, data gathering, and analysis of the data to identify the patterns that will explain the findings. Descriptive investigations are used to explore new phenomena such as conducting surveys of organisms or measuring the abiotic components in a given habitat. Descriptive statistics include frequency, range, mean, median, and mode. A hypothesis is not required in a descriptive investigation. On the other hand, when conditions can be controlled in order to focus on a single variable, experimental research design is used to determine causation. Students should experience both types of investigations and understand that different scientific research questions require different research designs.</p> <p>(iii) Scientific investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and the 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. Models have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.</p> <p>(B) Matter and energy.</p> <p>(i) Matter can be classified as elements, compounds, or mixtures. Students have already had experience with mixtures in Grade 5, so Grade 6 will concentrate on developing an understanding of elements and compounds. It is important that students learn the differences between elements and compounds based on observations, description of physical properties, and chemical reactions. Elements are represented by chemical symbols, while compounds are represented by chemical formulas. Subsequent grades will learn about the differences at the molecular and atomic level.</p> |

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|             | <p>(ii) Elements are classified as metals, nonmetals, and metalloids based on their physical properties. The elements are divided into three groups on the Periodic Table. Each different substance usually has a different density, so density can be used as an identifying property. Therefore, calculating density aids classification of substances.</p> <p>(iii) Energy resources are available on a renewable or nonrenewable basis. Understanding the origins and uses of these resources enables informed decision making. Students should consider the ethical/social issues surrounding Earth's natural energy resources, while looking at the advantages and disadvantages of their long-term uses.</p> <p>(C) Force, motion, and energy. Energy occurs in two types, potential and kinetic, and can take several forms. Thermal energy can be transferred by conduction, convection, or radiation. It can also be changed from one form to another. Students will investigate the relationship between force and motion using a variety of means, including calculations and measurements.</p> <p>(D) Earth and space. The focus of this strand is on introducing Earth's processes. Students should develop an understanding of Earth as part of our solar system. The topics include organization of our solar system, the role of gravity, and space exploration.</p> <p>(E) Organisms and environments. Students will gain an understanding of the broadest taxonomic classifications of organisms and how characteristics determine their classification. The other major topics developed in this strand include the interdependence between organisms and their environments and the levels of organization within an ecosystem.</p> <p>(2) Science, as defined by the National Academy of Science, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</p> <p>(3) Scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions become theories. Scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Students should know that scientific theories, unlike hypotheses, are well established and highly reliable, but they may still be subject to change as new information and technologies are developed. Students should be able to distinguish between scientific decision-making methods and ethical/social decisions that involve the application of scientific information.</p> <p>(4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(b) Knowledge and skills.</p> |

| Grade Level | Standards   |
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|             | <p>(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:</p> <p>(A) demonstrate safe practices during laboratory and field investigations as outlined in Texas Education Agency-approved safety standards; and</p> <p>(B) practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials.</p> <p>(2) Scientific investigation and reasoning. The student uses scientific practices during laboratory and field investigations. The student is expected to:</p> <p>(A) plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology;</p> <p>(B) design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology;</p> <p>(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers;</p> <p>(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns; and</p> <p>(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.</p> <p>(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:</p> <p>(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;</p> <p>(B) use models to represent aspects of the natural world such as a model of Earth's layers;</p> <p>(C) identify advantages and limitations of models such as size, scale, properties, and materials; and</p> <p>(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.</p> <p>(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:</p> <p>(A) use appropriate tools, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, balances, microscopes, thermometers, calculators, computers, timing devices, and other necessary equipment to collect, record, and analyze information; and</p> <p>(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher.</p> |

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|             | <p>(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:</p> <p>(A) know that an element is a pure substance represented by a chemical symbol and that a compound is a pure substance represented by a chemical formula;</p> <p>(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere; and</p> <p>(C) identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change.</p> <p>(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:</p> <p>(A) compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability;</p> <p>(B) calculate density to identify an unknown substance; and</p> <p>(C) test the physical properties of minerals, including hardness, color, luster, and streak.</p> <p>(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to research and discuss the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources.</p> <p>(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:</p> <p>(A) compare and contrast potential and kinetic energy;</p> <p>(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces;</p> <p>(C) calculate average speed using distance and time measurements;</p> <p>(D) measure and graph changes in motion; and</p> <p>(E) investigate how inclined planes can be used to change the amount of force to move an object.</p> <p>(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:</p> <p>(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation;</p> <p>(B) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting; and</p> <p>(C) demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy.</p> <p>(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:</p> |



| Grade Level | Standards  |
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|             | <p>(A) build a model to illustrate the compositional and mechanical layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere;</p> <p>(B) classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation;</p> <p>(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American; and</p> <p>(D) describe how plate tectonics causes major geological events such as ocean basin formation, earthquakes, volcanic eruptions, and mountain building.</p> <p>(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:</p> <p>(A) describe the physical properties, locations, and movements of the Sun, planets, moons, meteors, asteroids, and comets;</p> <p>(B) understand that gravity is the force that governs the motion of our solar system; and</p> <p>(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel.</p> <p>(12) Organisms and environments. The student knows all organisms are classified into domains and kingdoms. Organisms within these taxonomic groups share similar characteristics that allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:</p> <p>(A) understand that all organisms are composed of one or more cells;</p> <p>(B) recognize that the presence of a nucleus is a key factor used to determine whether a cell is prokaryotic or eukaryotic;</p> <p>(C) recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains;</p> <p>(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized kingdoms;</p> <p>(E) describe biotic and abiotic parts of an ecosystem in which organisms interact; and</p> <p>(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem.</p> |