
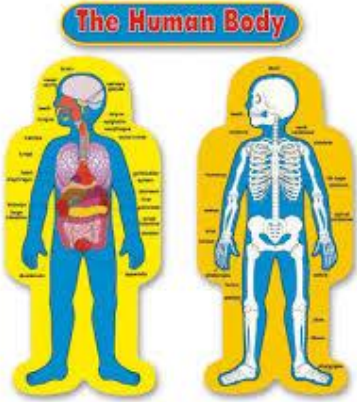
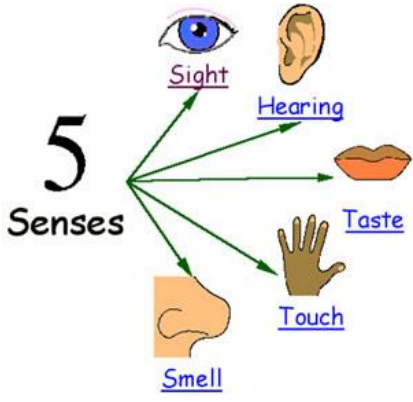
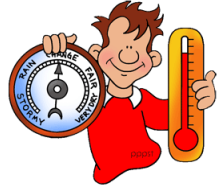
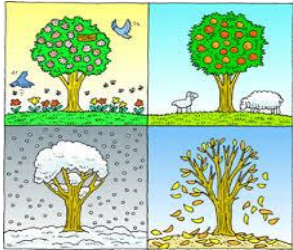



<p align="center">1st Nine Weeks August 22 – October 21</p>	<p align="center">2nd Nine Weeks October 24 – December 20</p>
<p>How Scientists Work</p> <ul style="list-style-type: none"> Recognize safe practices to keep self and others safe and healthy. <p align="center"></p> <p>Health</p> <ul style="list-style-type: none"> Identify major body organs and skeletal framework and describe their basic functions. Demonstrate the use of the five senses. <p align="center">   </p>	<p>Weather and Changes in the Sky</p> <ul style="list-style-type: none"> Observe and record weather and temperature. (Ex: cloudy, windy, rainy, hot) <p align="center"></p> <ul style="list-style-type: none"> Identify characteristics of seasons of the year. (Ex: fall, winter, spring, summer) <p align="center"></p> <ul style="list-style-type: none"> Different tools can be used to measure weather. Observe that wind is moving air. <p align="center"></p> <ul style="list-style-type: none"> Observe and record changes in the sky. (Ex: moon, sun, sky)

<p align="center">3rd Nine Weeks January 5 – March 10</p>	<p align="center">4th Nine Weeks March 20 – May 25</p>
<p><u>Forces and Energy</u></p> <ul style="list-style-type: none"> Identify how light, heat and sound are forms of energy and affect everyday life. <div data-bbox="184 381 982 641" style="text-align: center;"> </div> <ul style="list-style-type: none"> Show and describe ways an object can move. (Ex: zigzag, fast and slow) Predict and describe how magnets can push and pull objects. <p><u>Matter</u></p> <ul style="list-style-type: none"> Sort matter by properties. (Ex: shape, color, texture) Identify changes in matter caused by heating and cooling. (Ex: ice melting, water freezing, evaporation) <div data-bbox="136 1015 976 1291" style="text-align: center;"> </div>	<p><u>Earth's Resources</u></p> <ul style="list-style-type: none"> Sort soil and rocks by size, texture and color. Describe natural sources of water. (Ex: streams, lakes, oceans, ponds, rivers) List useful products made from water, soil and rocks. Learn how to recycle and reuse paper, plastic and metals. <div data-bbox="1543 267 1921 446" style="text-align: center;"> </div> <p><u>Living Things and Their Environments</u></p> <ul style="list-style-type: none"> Sort living and non-living things. A living thing lives in an environment that meets its needs. Study how living things are dependent on one another. (Ex: food chains, animals using plants for shelter) <div data-bbox="1533 617 1921 868" style="text-align: center;"> </div> <p><u>Animals & Plants</u></p> <ul style="list-style-type: none"> Investigate how an animal's body relates to what it eats, how it moves and where it lives. Compare how young animals resemble their parents. Observe the life cycle of an animal such as a chicken, fish or frog. Identify and compare parts of a plant. <div data-bbox="1575 998 1900 1242" style="text-align: center;"> </div>

PROCESS STANDARDS

Scientific Investigations and Reasoning Skill TEKS are taught throughout the school year during all content units.

Safe and Environmental Practices

- recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately;
- recognize the importance of safe practices to keep self and others safe and healthy; and
- identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.

Scientific Inquiry

- ask questions about organisms, objects, and events observed in the natural world;
- plan and conduct simple descriptive investigations such as ways objects move;
- collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools;
- record and organize data using pictures, numbers, and words; and
- communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.

Scientific Problem Solving

- identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words;
- make predictions based on observable patterns; and
- describe what scientists do.

Tools and Models

- collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums; and

- measure and compare organisms and objects using non-standard units.