

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:**
 - 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
 - B. identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.
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:**
 - A. ask questions about organisms, objects, and events observed in the natural world;
 - B. plan and conduct simple descriptive investigations;
 - C. collect data and make observations using simple tools;
 - D. record and organize data using pictures, numbers, and words; and
 - E. communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.
3. **Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:**
 - A. identify and explain a problem and propose a solution;
 - B. make predictions based on observable patterns; and
 - C. describe what scientists do.
4. **Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:**
 - 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
 - B. measure and compare organisms and objects using non-standard units.

5. **Matter and energy. The student knows that objects have properties and patterns. The student is expected to:**
 - A. classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture;
 - B. predict and identify changes in materials caused by heating and cooling; and
 - C. classify objects by the materials from which they are made.
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:**
 - A. identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life;
 - B. predict and describe how a magnet can be used to push or pull an object; and
 - 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.
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:**
 - A. observe, compare, describe, and sort components of soil by size, texture, and color;
 - B. identify and describe a variety of natural sources of water, including streams, lakes, and oceans; and
 - C. identify how rocks, soil, and water are used to make products.
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:**
 - A. record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy;
 - B. observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun;
 - C. identify characteristics of the seasons of the year and day and night; and
 - D. demonstrate that air is all around us and observe that wind is moving air.

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:**
 - A. sort and classify living and nonliving things based upon whether they have basic needs and produce offspring;
 - B. analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver; and
 - C. gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter.
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:**
 - A. investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;
 - B. identify and compare the parts of plants;
 - C. compare ways that young animals resemble their parents; and
 - D. observe and record life cycles of animals such as a chicken, frog, or fish.