



Teacher Learning Report Grade 1 Science

Properties and Patterns of Objects	Unit	CHECKPOINT		
		1	2	3
1.5 Matter and energy. The student knows that objects have properties and patterns.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2(B) plan and conduct descriptive investigations ⑧				
1.4(A) collect, record, and compare information using tools ⑧ <i>connected 1.1(A), 1.1(B), 1.2(A), 1.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Properties of Matter				
1.5(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture ⑧				
1.5(B) predict and identify changes in materials caused by heating and cooling ⑧				
1.5(C) classify objects by the materials from which they are made				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2(C) collect data and make observations				
1.2(D) record and organize data ⑧				
1.2(E) communicate observations <i>connected 1.3(A), 1.3(B), 1.3(C)</i>				



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>> Force, Motion, and Energy

1.6 Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

1.2(B) plan and conduct descriptive investigations Ⓢ
1.4(A) collect, record, and compare information using tools Ⓢ

connected 1.1(A), 1.1(B), 1.2(A), 1.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Forms of Energy

1.6(A) identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life

Unit	CHECKPOINT		
	1	2	3

Magnets

1.6(B) predict and describe how a magnet can be used to push or pull an object

Motion

1.6(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 Ⓢ

Process (Ways to Show)

1.2(D) record and organize data Ⓢ
1.2(E) communicate observations

connected 1.2(C), 1.3(A), 1.3(B), 1.3(C)

Unit	CHECKPOINT		
	1	2	3


>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 1 Science

Earth's Materials	Unit	CHECKPOINT		
		1	2	3
1.7 Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(B) identify and learn how to use natural resources and materials 1.2(B) plan and conduct descriptive investigations ⑧ 1.4(A) collect, record, and compare information using tools ⑧ <i>connected 1.1(A), 1.2(A), 1.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Soil				
1.7(A) observe, compare, describe, and sort components of soil by size, texture, and color ⑧				
Water				
1.7(B) identify and describe a variety of natural sources of water, including streams, lakes, and oceans				
Uses of Rocks, Soil, and Water				
1.7(C) identify how rocks, soil, and water are used to make products				
Physical Characteristics of Place				
 Social Studies Integration 1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2(D) record and organize data ⑧ 1.2(E) communicate observations <i>connected 1.2(C), 1.3(A), 1.3(B), 1.3(C)</i>				



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>> Patterns in the Natural World

1.8 Earth and space. The student knows that the natural world includes the air around us and objects in the sky.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

1.2(B) plan and conduct descriptive investigations ⓧ
1.4(A) collect, record, and compare information using tools ⓧ

connected 1.1(A), 1.1(B), 1.2(A), 1.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Weather

1.8(A) record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy

1.8(D) demonstrate that air is all around us and observe that wind is moving air

Social Studies Integration

1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather

Unit	CHECKPOINT		
	1	2	3

Objects in the Sky

1.8(B) observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun ⓧ

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Earth's Patterns

1.8(C) identify characteristics of the seasons of the year and day and night

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Process (Ways to Show)

1.2(C) collect data and make observations
1.2(D) record and organize data ⓧ
1.2(E) communicate observations
1.3(B) make predictions based on observable patterns

connected 1.3(A), 1.3(C)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 1 Science

>> Relationships of Plants and Animals

1.9 Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

1.2(B) plan and conduct descriptive investigations ⓘ
1.4(A) collect, record, and compare information using tools ⓘ

connected 1.1(A), 1.1(B), 1.2(A), 1.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Interdependence

1.9(C) gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter

1.9(B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver ⓘ

Unit	CHECKPOINT		
	1	2	3

Living and Nonliving Things

1.9(A) sort and classify living and nonliving things based upon whether they have basic needs and produce offspring

Process (Ways to Show)

1.2(D) record and organize data ⓘ
1.2(E) communicate observations
1.3(A) identify and explain a problem and propose a solution

connected 1.2(C), 1.3(B), 1.3(C)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 1 Science

Characteristics of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
1.10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2(A) ask questions about observations 1.2(B) plan and conduct descriptive investigations ⑧ 1.4(A) collect, record, and compare information using tools ⑧ <i>connected 1.1(A), 1.1(B), 1.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Characteristics of Animals				
1.10(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats ⑧				
Life Cycles				
1.10(D) observe and record life cycles of animals such as a chicken, frog, or fish				
Parts of Plants				
1.10(B) identify and compare the parts of plants				
Inherited Traits				
1.10(C) compare ways that young animals resemble their parents				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2(D) record and organize data ⑧ 1.2(E) communicate observations 1.3(B) make predictions based on observable patterns <i>connected 1.2(C), 1.3(A), 1.3(C)</i>				



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PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
1.1	The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices.				
1.2					
1.3	The student knows that information and critical thinking are used in scientific problem solving.				
1.4					

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
1.1(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				
1.1(B)	identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals				
1.2(A)	ask questions about organisms, objects, and events observed in the natural world				
1.2(B)	plan and conduct simple descriptive investigations ⑩				
1.4(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 ⑩				
1.4(B)	measure and compare organisms and objects using non-standard units				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
1.2(C)	collect data and make observations using simple tools				
1.2(D)	record and organize data using pictures, numbers, and words ⑩				
1.2(E)	communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations				
1.3(A)	identify and explain a problem and propose a solution				
1.3(B)	make predictions based on observable patterns				



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1.3(C) describe what scientists do				
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