

Wylie ISD Curriculum

Subject Area	Science	Bundle #:	1
Grade/Level	K	Weeks:	1-3
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.5 The student knows that organisms, objects, and events have properties and patterns.	K.5 A Describe properties of objects and characteristics of organisms.	Including <ul style="list-style-type: none"> • Color • Size • Geometric figure (Shape) • Environment • Habitat • Behaviors 	

Subject Area	Science	Bundle #:	2
Grade/Level	K	Weeks:	4-6
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.5 The student knows that organisms, objects, and events have properties and patterns.	K.5 B Observe and identify patterns and predict what happens next.	Including <ul style="list-style-type: none"> • Seasons • Day and night • Days of the week • Months of the year • Weather 	
	K.5 C Recognize and copy patterns seen in charts and graphs.	Including: <ul style="list-style-type: none"> • Weather graph • Temperature <ul style="list-style-type: none"> ▪ Warm ▪ Hot ▪ Cold 	

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<p>K.7 The student knows that many types of changes occur</p>	<p>K.7 C Observe and record weather changes from day to day and over seasons.</p>	<ul style="list-style-type: none"> ▪ Cool <p>Including</p> <ul style="list-style-type: none"> • Types of weather <ul style="list-style-type: none"> ▪ Sunny ▪ Windy ▪ Rainy ▪ Foggy ▪ Snowy ▪ Cloudy • Weather changes over time <ul style="list-style-type: none"> ▪ Seasonal changes ▪ Temperature changes
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Subject Area	Science	Bundle #:	3
Grade/Level	K	Weeks:	7-9

Overview

TEKS - Texas Knowledge & Skills		
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification
<p>K. 9 The student knows that living organisms have basic needs.</p>	<p>K.9 B Give examples of how living organisms depend on each other.</p>	<p>Including</p> <ul style="list-style-type: none"> ▪ Families caring for their babies and other animal groups <ul style="list-style-type: none"> € Provide food € Provide shelter/home € Provide protection ▪ Food chain - Living things depend on plants and other animals for food

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		<ul style="list-style-type: none"> ▪ Clothing ▪ Shelter
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Subject Area	Science	Bundle #:	6
Grade/Level	K	Weeks:	16-18

Overview

TEKS - Texas Knowledge & Skills		
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification
<p>K.7 The students knows that many types of changes occur.</p>	<p>K.7 A Observe, describe, and record changes in objects.</p>	<p>Including</p> <ul style="list-style-type: none"> • Size • Mass (more mass or less mass) • Color • Position • Quantity • Time • Temperature • Sound • Movement <p>Size – Put a piece of ice out and watch it throughout the day.</p> <p>Mass – Weigh an apple, Cut it in half. Ask if the apple has more or less mass now that it is cut. Weigh it again and see what happens. You can keep cutting and weighing.</p> <p>Color – Observe season, leaves specifically. Observe a green leaf then put it in the room and observe what happens to it. Peel an apple, leave it out in the room and watch what happens.</p> <p>Position – Students use their chair and position their body beside, behind, in front, over, under, between, on, below, next to, around. Then take a picture of students in each position and put in a class book for students to read.</p> <p>Quantity – pick and activity Predict how many drops of water will fit on a penny then count the drops it takes to burst the water bubble.</p>

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		<p>Put water in a small cup then put paper clips or pennies in the cup to push the water over the edge.</p> <p>Time – pick an activity and time how long it takes to complete then vary the activity – write ABC’s; say ABC’s; sing ABC’s</p> <p>Temperature – Do one of the following: Have small groups of students take thermometers to different parts of the building and record temperatures</p> <p>Sound – Ask students "Do you think you can hear sounds underwater? Do you think underwater sounds are loud or soft? Do you think sounds are heard more clearly through air or underwater?"</p> <p>Put the jars on different tables filled about 2/3 full of water. Place 5 or 6 marbles at each table. Pair the students around each table. Have one of the students bang the marbles under the water while the other student places his ear firmly next to the glass jar. Then have the students switch roles until everyone has had a turn.</p> <p>Questions: Did you hear the sound of the marbles under the water? How clear was the sound? Was it a loud or a soft sound? Have the students pair up and try the activity without putting their ears to the jars. Ask "What did you hear? Why was this sound different from the first sound?"</p> <p>This is why: <i>Sound travels faster through liquids than through air. Since sound travels four times faster through water than through air, you heard the sounds more loudly with your ear pressed against the jar.</i></p> <p>Movement – Experiments using wax paper and sand paper, soap and blocks for a ramp. Use wax paper and place under student’s feet and see how it helps them slide.</p>
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Subject Area	Science	Bundle #:	7
Grade/Level	K	Weeks:	19-21
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>K.6 The student knows that systems have parts and are composed of organisms and objects.</p>	<p>K.6 A Sort organisms and objects into groups according to their parts and describe how the groups are formed</p>	<ul style="list-style-type: none"> • Objects that have a system of parts that work together <ul style="list-style-type: none"> ▪ Bicycle/tricycle or clock <p>Toys, vehicles, clocks, tables, and/or construction sets Sort by things such as:</p> <ul style="list-style-type: none"> • Wheels • Legs • Doors • 	
	<p>K.6 D Identify parts that, when separated from the whole, may result in the part or the whole not working.</p> <ul style="list-style-type: none"> • 	<p>Including Cars without wheels Refer to the lab activity below</p>	
	<p>K.6 E Manipulate parts of objects that when put together, can do things they cannot do by themselves.</p>	<p>Including</p> <ul style="list-style-type: none"> • Toys, vehicles, or construction sets • Computer hardware 	

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Subject Area	Science	Bundle #:	8
Grade/Level	K	Weeks:	22-24
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>K.7 The students knows that many types of changes occur.</p>	<p>K.7 B Identify that heat causes change, and compare objects according to temperature.</p>	<p>Including</p> <ul style="list-style-type: none"> • Ice melting • Sun warming the air • Water evaporation • Water freezing • Boiling water <p>Discuss the three states of matter:</p> <ul style="list-style-type: none"> • solid • liquid • gas <p>Show children objects in each form. Dry ice and warm water can be used to demonstrate gas. Also, a small amount of water and Alka-Seltzer can be used to demonstrate gas.</p>	

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Subject Area	Science	Bundle #:	10
Grade/Level	K	Weeks:	28-30
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>K.5 The student knows that organisms, objects, and events have properties and patterns.</p> <p>K.6 The student knows that systems have parts and are composed of organisms and objects.</p> <p>K.9 The student knows that living organisms have basic needs.</p>	<p>K.5 B Observe and identify patterns and predict what happens next.</p> <p>K.6 B Record observations about parts of plants.</p> <p>K.6 D Identify parts that, when separated from the whole, may result in the part or the whole not working.</p> <p>K.9 A Identify basic needs of living organisms.</p> <p>K.9 C Identify ways that the Earth can provide resources for life.</p>	<p>Including</p> <ul style="list-style-type: none"> • Growth • Life Cycle <p>Record observations about the part, and its purpose, using pictures and words:</p> <p>Including</p> <ul style="list-style-type: none"> • Leaves • Roots • Stems • Flowers • Seeds • Sprouts <p>Including</p> <ul style="list-style-type: none"> • Plants without roots <p>Including</p> <ul style="list-style-type: none"> • Plants <ul style="list-style-type: none"> ▪ Soil ▪ Air ▪ Water ▪ Light <p>Including</p> <ul style="list-style-type: none"> • Uses for plants <ul style="list-style-type: none"> ▪ Paper ▪ Lumber ▪ Food ▪ shelter • Other resources <ul style="list-style-type: none"> ▪ Water 	

For use by faculty and staff of Wylie Independent School District, Wylie, TX

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		<ul style="list-style-type: none"> ▪ Minerals (salt, talc) ▪ Wind <p>Talk about things plants need to live and bridge that knowledge to review what living things needs.</p> <p>Discuss the uses of plants such as food, paper, lumber, makeup, medicine.</p>
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Subject Area	Science	Bundle #:	11
Grade/Level	K	Weeks:	31-33

Overview

TEKS - Texas Knowledge & Skills		
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification
<p>K.5 The student knows that organisms, objects and events have properties and patterns.</p>	<p>K.5 B Observe and identify patterns and predict what happens next.</p> <p>K.5 C Recognize and copy patterns seen in charts and graphs.</p>	<p>Including</p> <ul style="list-style-type: none"> • Growth • Life Cycle <p>Plant Life Cycle</p> <ul style="list-style-type: none"> • Flower • Melon/Squash • Bean <p>Including:</p> <ul style="list-style-type: none"> • Life Cycle Charts <ul style="list-style-type: none"> ▪ Plants
<p>K.7 The student knows that many types of change occur.</p>	<p>K.7 D Observe and record changes in the life cycle of organisms in their natural environment.</p>	<p>Observe, describe and record using pictures and words</p>

