

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 1 Classroom & Field investigations: (A) demonstrate safe practices – home and school</p>		<p>Prerequisites: none</p>
		<p>Subsequent Knowledge and Skills 1.1 Classroom & Field Investigations (A) demonstrate safe practices – home and school</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>goggles calculate claw gloves dramatize drive scissors touch glue cutting washing hands nail head gluing senses illustrate hammer exhibit sawdust simulate breakable</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
<p>Student observation during activities (safety/observation checklist)</p>	<p>TAKS Objective: 1</p>	
Correlations/ Resources		
Additional Resources	National Science Standard	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard A</p> <p>*abilities necessary to do scientific inquiry</p> <p>*understandings about scientific inquiry</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p>		<p>Prerequisites: none</p>
<p>K.1 Classroom & Field Investigations: (B) use and conserve resources and materials</p>	<p>Subsequent Knowledge and Skills 1.1 Classroom & Field Investigations: (B) use and conserve resources and materials</p>	
	<p align="center">Instructional Support</p>	
<p align="center">Evidence of Student Learning</p>	<p align="center">Key Vocabulary/Concepts/skills</p>	<p align="center">Curriculum Resources</p>
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>recycled paper aquarium scrap wood making paper water explore fish examine food study plants review gravel probe fresh start gloves safety goggles</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
<p align="center">Professional Development</p>	<p align="center">Support for LEP and other Special Populations</p>	<p align="center">Interdisciplinary Connection</p>
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
<p align="center">Assessment</p>		
<p align="center">Evidences of Success/Classroom Assessment</p>		<p align="center">TAKS/Other Assessments</p>
<p>Student observation during activities (safety/observation checklist)</p>		<p>TAKS Objective: 1</p>
<p align="center">Correlations/ Resources</p>		
<p align="center">Additional Resources</p>		<p align="center">National Science Standard</p>
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard A</p> <p>*abilities necessary to do scientific inquiry</p> <p>*understandings about scientific inquiry</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 2 Scientific Inquiry: Classroom & Field: (A) ask questions</p>		<p>Prerequisites: none</p>
		<p>Subsequent Knowledge and Skills 1.2 Scientific Inquiry: Classroom & Field (A) ask questions</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>who find out what question where probe when investigate why examine how search question ask inquire</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment		TAKS/Other Assessments
<p>Student observation during activities (safety/observation checklist)</p>		<p>TAKS Objective: 4</p>
Correlations/ Resources		
Additional Resources		National Science Standard
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard A</p> <p>*abilities necessary to do scientific inquiry</p> <p>*understandings about scientific inquiry</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 2 Scientific Inquiry: Classroom & Field:</p> <p>(B) Plan & conduct simple descriptive investigations</p>	<p>Prerequisites: none</p>																						
	<p>Subsequent Knowledge and Skills</p> <p>1.2 (B) plan & conduct simple descriptive investigation</p>																						
Instructional Support																							
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources																					
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<table border="0"> <tr> <td>investigate</td> <td>demonstrate</td> <td>test</td> </tr> <tr> <td>experiment</td> <td>probe</td> <td>graph</td> </tr> <tr> <td>describe</td> <td>scrutinize</td> <td>sink</td> </tr> <tr> <td>simple</td> <td>behavior</td> <td>absorb</td> </tr> <tr> <td>discover</td> <td>explore</td> <td>soak</td> </tr> <tr> <td>compare/contrast</td> <td>float</td> <td>spread</td> </tr> <tr> <td>observe</td> <td>communicate</td> <td>strain</td> </tr> </table>	investigate	demonstrate	test	experiment	probe	graph	describe	scrutinize	sink	simple	behavior	absorb	discover	explore	soak	compare/contrast	float	spread	observe	communicate	strain	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
investigate	demonstrate	test																					
experiment	probe	graph																					
describe	scrutinize	sink																					
simple	behavior	absorb																					
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SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 2 Scientific Inquiry: Classroom & Field:</p> <p>(C) Use equipment & tools – extend senses</p>	<p>Prerequisites: none</p>																									
	<p>Subsequent Knowledge and Skills</p> <p>1.2 (C) use equipment & tools – extend senses</p>																									
Instructional Support																										
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources																								
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<table border="0"> <tr> <td>probe</td> <td>hear</td> <td>aquarium</td> </tr> <tr> <td>distinguish</td> <td>scissors</td> <td>net</td> </tr> <tr> <td>tools</td> <td>compare</td> <td>gloves</td> </tr> <tr> <td>sight</td> <td>taste</td> <td>hammer</td> </tr> <tr> <td>discover</td> <td>glue</td> <td>nails</td> </tr> <tr> <td>senses</td> <td>terrarium</td> <td>paper cups</td> </tr> <tr> <td>paper</td> <td>smell</td> <td>water</td> </tr> <tr> <td>equipment</td> <td>apply</td> <td>sandpaper</td> </tr> </table>	probe	hear	aquarium	distinguish	scissors	net	tools	compare	gloves	sight	taste	hammer	discover	glue	nails	senses	terrarium	paper cups	paper	smell	water	equipment	apply	sandpaper	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
probe	hear	aquarium																								
distinguish	scissors	net																								
tools	compare	gloves																								
sight	taste	hammer																								
discover	glue	nails																								
senses	terrarium	paper cups																								
paper	smell	water																								
equipment	apply	sandpaper																								
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SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 2 Scientific Inquiry: Classroom & Field:</p> <p>(D) explanations based on information</p>	<p>Prerequisites: none</p>	
	<p>Subsequent Knowledge and Skills</p> <p>1.2 (D) explanations based on information</p>	
<p>Instructional Support</p>		
<p align="center">Evidence of Student Learning</p>	<p align="center">Key Vocabulary/Concepts/skills</p>	<p align="center">Curriculum Resources</p>
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>explain chart inform journal information model discuss design graph creation organisms sculpture describe artistic observe gather information</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
<p align="center">Professional Development</p>	<p align="center">Support for LEP and other Special Populations</p>	<p align="center">Interdisciplinary Connection</p>
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
<p>Assessment</p>		
<p align="center">Evidences of Success/Classroom Assessment</p>		<p align="center">TAKS/Other Assessments</p>
<p>Student observation during activities (safety/observation checklist)</p>		<p>TAKS Objective: 1</p>
<p>Correlations/ Resources</p>		
<p align="center">Additional Resources</p>		<p align="center">National Science Standard</p>
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard A</p> <p>*abilities necessary to do scientific inquiry</p> <p>*understandings about scientific inquiry</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 2 Scientific Inquiry: Classroom & Field: (E) communicate findings</p>	<p>Prerequisites: none</p>	
	<p>Subsequent Knowledge and Skills 1.2 (E) communicate findings</p>	
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>absorb explanations dry experiments see through charts graph journals draw explore demonstrate drawings investigate present communicate findings</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
<p>Student journal or science notebook</p>	<p>TAKS Objective: 1</p>	
Correlations/ Resources		
Additional Resources	National Science Standard	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard A</p> <p>*abilities necessary to do scientific inquiry</p> <p>*understandings about scientific inquiry</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 3 Critical Thinking & Decision Making: (A) Make decisions using information</p>	<p>Prerequisites: none</p>	
	<p>Subsequent Knowledge and Skills 1.3 Critical Thinking & Decision Making (A) make decisions using information</p>	
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>graph explore chart explain demonstrate communicate absorb design explain create justify information discuss</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
<p>Student observation during activities (safety/observation checklist)</p>	<p>TAKS Objective: 1</p>	
Correlations/ Resources		
Additional Resources	National Science Standard	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard A</p> <p>*abilities necessary to do scientific inquiry</p> <p>*understandings about scientific inquiry</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

Grade Kindergarten K. 3 Critical Thinking & Decision Making: (B) Justify merits of decisions	Prerequisites: none	
	Subsequent Knowledge and Skills K.3 Critical Thinking & Decision Making (B) justify merits of decisions	
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
See clarifying activities at: www.utdanacenter.org/ssi/	explain illustrate discuss solve outline analyze propose interpret information say journal talk drawings draw diagram demonstrate graph creation	FOSS Module: <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
TEXTEAMS Introduction to Inquiry Science Notebooks	Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)	Language Arts: Journal Writing
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
Student observation during activities (safety/observation checklist)	TAKS Objective: 1	
Correlations/ Resources		
Additional Resources	National Science Standard	
Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com	Standard A *abilities necessary to do scientific inquiry *understandings about scientific inquiry	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 3 Critical Thinking & Decision Making: (C) Explain a problem & propose a solution</p>	<p>Prerequisites: none</p>	
	<p>Subsequent Knowledge and Skills 1.3 Critical Thinking & Decision Making (C) explain a problem & purpose a solution</p>	
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>explain paraphrase discuss retell say review write restate draw compare contrast graph climate habitat living environment dying discover explore investigate communicate</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
<p>Student journal/classroom observation/observation checklist</p>	<p>TAKS Objective: 1</p>	
Correlations/ Resources		
Additional Resources	National Science Standard	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard A</p> <p>*abilities necessary to do scientific inquiry</p> <p>*understandings about scientific inquiry</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K.4 Use age appropriate tools and models: (A) Identify and use senses as tools of observation</p>	<p>Prerequisites: none</p>	
	<p>Subsequent Knowledge and Skills 1.4 Use age-appropriate tools and models (A) collect information using tools including hand lenses, clocks, computers, thermometers, and balances (B) Record and compare collected information</p>	
Instructional Support		
<p align="center">Evidence of Student Learning</p> <p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p align="center">Key Vocabulary/Concepts/skills</p> <p>Smell Touch Feel Taste</p>	<p align="center">Curriculum Resources</p> <p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
<p align="center">Professional Development</p>	<p align="center">Support for LEP and other Special Populations</p>	<p align="center">Interdisciplinary Connection</p>
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
<p align="center">Evidences of Success/Classroom Assessment</p>	<p align="center">TAKS/Other Assessments</p>	
<p>Student journal/classroom observation/observation checklist</p>	<p>TAKS Objective: 1</p>	
Correlations/ Resources		
<p align="center">Additional Resources</p>	<p align="center">National Science Standard</p>	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard A</p> <p>*abilities necessary to do scientific inquiry</p> <p>*understandings about scientific inquiry</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K.4 Use age appropriate tools and models: (B) make observations using tools including hand lenses, balances, cups, bowls and computers</p>		<p>Prerequisites: none</p>
		<p>Subsequent Knowledge and Skills 1.4 Use age-appropriate tools and models (A) collect information using tools including hand lenses, clocks, computers, thermometers, and balances (B) Record and compare collected information (C) Measure organisms and objects using non-standard units such as paper clips, hands and pencils</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
See clarifying activities at: www.utdanacenter.org/ssi/	Smell Touch Feel Taste	FOSS Module: <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
TEXTEAMS Introduction to Inquiry Science Notebooks	Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)	Language Arts: Journal Writing
Assessment		
Evidences of Success/Classroom Assessment		TAKS/Other Assessments
Student journal/classroom observation/observation checklist		TAKS Objective: 1
Correlations/ Resources		
Additional Resources		National Science Standard
Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com		Standard A *abilities necessary to do scientific inquiry *understandings about scientific inquiry

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 5 Properties & Patterns-Organisms, Objects & Events: (A) Properties of objects & characteristics of organisms</p>	<p>Prerequisites: none</p>	
	<p>Subsequent Knowledge and Skills 1.5 Properties & Patterns-Organisms, Objects & Events (A) sort objects by properties and patterns</p>	
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>discover patterns interpret structure probe shapes compare width group length parts color habits behavior</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
<p>Student observation during activities (safety/observation checklist)</p>	<p>TAKS Objective: 2</p>	
Correlations/ Resources		
Additional Resources	National Science Standard	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard B</p> <ul style="list-style-type: none"> *properties of objects and materials *position and motion of objects 	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

Grade Kindergarten K. 5 Properties & Patterns- Organisms, Objects & Events: (B) Identify, predict, and create patterns	Prerequisites: none		
	Subsequent Knowledge and Skills 1.5 (B) observe & identify patterns		
Instructional Support			
Evidence of Student Learning	Key Vocabulary/Concepts/skills		Curriculum Resources
See clarifying activities at: www.utdanacenter.org/ssi/	name draw pattern view look at label list record	describe shape odors texture state graph predict construct	calculate behavior color size compare contrast
name draw pattern view look at label list record	describe shape odors texture state graph predict construct	calculate behavior color size compare contrast	FOSS Module: <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
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Assessment			
Evidences of Success/Classroom Assessment		TAKS/Other Assessments	
Student observation during activities (safety/observation checklist) Student science notebook or journal		TAKS Objective: 3	
Correlations/ Resources			
Additional Resources		National Science Standard	
Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com		Standard B *properties of objects and materials *position and motion of objects	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 5 Properties & Patterns-Organisms, Objects & Events: (C) Recognize & copy patterns in charts & graphs</p>		<p>Prerequisites: none</p>	
		<p>Subsequent Knowledge and Skills 1.5 Properties & Patterns-Organisms, Objects & Events (B) identify, predict, and create patterns including those seen in charts, graphs and numbers.</p>	
Instructional Support			
Evidence of Student Learning	Key Vocabulary/Concepts/skills		Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	identify describe graph draw copy view observe recall	enumerate list label specify recount size compare contrast	behavior demonstrate evenly float set count structure
			FOSS Module: <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
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Assessment			
Evidences of Success/Classroom Assessment		TAKS/Other Assessments	
Student science notebook or journal FOSS activity sheets		TAKS Objective: 2	
Correlations/ Resources			
Additional Resources		National Science Standard	
Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com		Standard B *properties of objects and materials *position and motion of objects	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p> <p>K. 6 Systems' Parts-Organisms & Objects: (A) Sort organisms & objects into groups</p>		<p>Prerequisites: none</p>
		<p>Subsequent Knowledge and Skills 1.6 Systems have parts and are composed of organisms and objects: (A) sort organisms and objects</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>categorize distinguish discover group compare/contrast classify set groups</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
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Evidences of Success/Classroom Assessment		TAKS/Other Assessments
<p>Student observation during activities (safety/observation checklist)</p>		<p>TAKS Objective: 2</p>
Correlations/ Resources		
Additional Resources		National Science Standard
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard B</p> <ul style="list-style-type: none"> *properties of objects and materials *position and motion of objects

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p>		<p>Prerequisites: none</p>
<p>K. 6 Systems' Parts organisms & objects: (B) Record observations about plant parts</p>		<p>Subsequent Knowledge and Skills 1.6 Systems Parts-Organisms & Objects (B) observe and describe parts of plants and animals</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>write list label note specify review describe translate</p> <p>summarize tree parts</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
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Evidences of Success/Classroom Assessment		TAKS/Other Assessments
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>		<p>TAKS Objective: 2</p>
Correlations/ Resources		
Additional Resources		National Science Standard
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard C</p> <p>*characteristics of organisms</p> <p>*characteristics of environments</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p> <p>K. 6 Systems' Parts organisms & objects: (C) Record observations about animal parts</p>	<p>Prerequisites: none</p>	
	<p>Subsequent Knowledge and Skills 1.6 Systems Parts-Organisms & Objects (C) manipulate objects, separate parts from whole</p>	
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>define draw recount journals tell T-Charts record demonstrate interpret analyze graph</p>	<p>FOSS Module: • Animals 2X2</p>
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>	<p>TAKS Objective: 2</p>	
Correlations/ Resources		
Additional Resources	National Science Standard	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard C *characteristics of organisms *characteristics of environments</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p>		<p>Prerequisites: none</p>
<p>K. 6 Systems’ Parts organisms & objects: (D) Parts from whole & whole may not work</p>		<p>Subsequent Knowledge and Skills 1.6 Systems’ Parts organisms & objects: (D) Identify parts put together that do new things.</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>corrugated build sculptures tear create pieces cut make popsicle sticks glue manufacture fold diagram weave drawing structure pictures construct parts</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Paper • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment		TAKS/Other Assessments
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal FOSS activity sheets</p>		<p>TAKS Objective: 2</p>
Correlations/ Resources		
Additional Resources		National Science Standard
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard C</p> <p>*characteristics of organisms</p> <p>*characteristics of environments</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p>		<p>Prerequisites: none</p>
<p>K. 6 Systems’ Parts organisms & objects: (D) Manipulate parts of objects</p>		<p>Subsequent Knowledge and Skills 1.6 Systems’ Parts organisms & objects: (D) Identify parts put together that do new things.</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>fibers manage pulp texture absorb shape recycle senses touch feel regulate discover</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
<p>Student observation during activities (safety/observation checklist)</p>	<p>TAKS Objective: 2</p>	
Correlations/ Resources		
Additional Resources	National Science Standard	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard B *properties of objects and materials *position and motion of objects *light, heat, electricity and magnetism</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p>Grade <u>Kindergarten</u></p> <p>K. 7 Change Occurs: (A) Identify that heat causes change-compare objects according to temperature</p>	<p>Prerequisites: none</p>	
	<p>Subsequent Knowledge and Skills 1.7 Change Occurs (B) identify and test ways heat causes change</p>	
<p>Instructional Support</p>		
<p>Evidence of Student Learning</p>	<p>Key Vocabulary/Concepts/skills</p>	<p>Curriculum Resources</p>
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>interpret discover differentiate distinguish compare/contrast seasons changing of trees</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
<p>Professional Development</p>	<p>Support for LEP and other Special Populations</p>	<p>Interdisciplinary Connection</p>
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
<p>Assessment</p>		
<p>Evidences of Success/Classroom Assessment</p>	<p>TAKS/Other Assessments</p>	
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>	<p>TAKS Objective: 3</p>	
<p>Correlations/ Resources</p>		
<p>Additional Resources</p>	<p>National Science Standard</p>	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard B *properties of objects and materials *position and motion of objects *light, heat, electricity and magnetism</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p>		<p>Prerequisites: none</p>
<p>K. 7 Change Occurs: (C) observe and record weather changes day to day and seasons</p>		<p>Subsequent Knowledge and Skills 1.7 Change Occurs (C) Observe and record changes in weather day to day and seasons</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>list label specify note post examine study perceive</p> <p>inspect habitat environment climate temperature of water</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment		TAKS/Other Assessments
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>		<p>TAKS Objective: 4</p>
Correlations/ Resources		
Additional Resources		National Science Standard
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard D Properties of earth materials *objects in the sky *changes in earth and sky</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p> <p>K. 7 Change Occurs: (D) Observe and record changes in life cycles</p>		<p>Prerequisites: none</p>
		<p>Subsequent Knowledge and Skills 1.7 Change Occurs (D) observe and record stages in life cycles</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>growth list habitat recall size define plant memorize describe goldfish translate observe review guppies label trees life cycle of a plant or tree</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Paper • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment		TAKS/Other Assessments
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>		<p>TAKS Objective: 2</p>
Correlations/ Resources		
Additional Resources		National Science Standard
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard C *characteristics of organisms *life cycles of organisms *organisms and environment</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p>		<p>Prerequisites: none</p>
<p>K. 8 Living Organisms & Nonliving Objects: (A) Identify organisms or objects as living or nonliving</p>		<p>Subsequent Knowledge and Skills 1.8 Living Organisms & Nonliving Object (A) Group living organisms and nonliving objects</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>movement goldfish behavior snails tree worms paper pill bugs exist earthworms active T-Chart extinct trees-living guppies wood-non living</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment		TAKS/Other Assessments
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>		<p>TAKS Objective: 2</p>
Correlations/ Resources		
Additional Resources		National Science Standard
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard C *characteristics of organisms *life cycles of organisms *organisms and environment</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p> <p>K. 8 Living Organisms & Nonliving Objects: (B) Group organisms objects as living or nonliving</p>		<p>Prerequisites: none</p>	
		<p>Subsequent Knowledge and Skills 1.8 Living Organisms & Nonliving Object (B) Compare living organisms and nonliving objects</p>	
Instructional Support			
Evidence of Student Learning	Key Vocabulary/Concepts/skills		Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>living non-living tree grass fish rocks water dirt</p>	<p>organize categorize scrutinize discover group goldfish guppies compare/contrast</p>	<p>snails worms pill bugs earthworms graph T-Chart</p> <p>FOSS Module: • Fabric • Animals 2X2</p>
Professional Development	Support for LEP and other Special Populations		Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>		<p>Language Arts: Journal Writing</p>
Assessment			
Evidences of Success/Classroom Assessment		TAKS/Other Assessments	
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>		<p>TAKS Objective: 2</p>	
Correlations/ Resources			
Additional Resources		National Science Standard	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard C *characteristics of organisms *life cycles of organisms *organisms and environment</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p>		<p>Prerequisites: none</p>
<p>K. 9 Living Organisms-Basic Needs: (A) Identify basic needs of organisms</p>	<p>Subsequent Knowledge and Skills 1.9 Living Organisms – Basic Needs (A) identify characteristics of organisms that allow basic needs to be met</p>	
	<p align="center">Instructional Support</p>	
<p align="center">Evidence of Student Learning</p>	<p align="center">Key Vocabulary/Concepts/skills</p>	<p align="center">Curriculum Resources</p>
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>water air food habitat define recount specify recall</p> <p>state environment climate tree sunlight soil</p>	<p>FOSS Module: • Animals 2X2</p>
<p align="center">Professional Development</p>	<p align="center">Support for LEP and other Special Populations</p>	<p align="center">Interdisciplinary Connection</p>
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
<p align="center">Assessment</p>		
<p align="center">Evidences of Success/Classroom Assessment</p>		<p align="center">TAKS/Other Assessments</p>
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>		<p>TAKS Objective: 2</p>
<p align="center">Correlations/ Resources</p>		
<p align="center">Additional Resources</p>		<p align="center">National Science Standard</p>
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard C *characteristics of organisms *life cycles of organisms *organisms and environment</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p>		<p>Prerequisites: none</p>
<p>K. 9 Living Organisms-Basic Needs: (B) give examples how organisms depend on each other</p>	<p>Subsequent Knowledge and Skills</p> <p>1.9 Living Organisms – Basic Needs (B) compare examples how organisms depend on each other for basic needs</p>	
	<p align="center">Instructional Support</p>	
<p align="center">Evidence of Student Learning</p>	<p align="center">Key Vocabulary/Concepts/skills</p>	<p align="center">Curriculum Resources</p>
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>examples depend draw human need for paper organism demonstrate animals illustrate depend mate model companionship rely food cycle mist habitat monkey birds insects bugs</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Animals 2X2
<p align="center">Professional Development</p>	<p align="center">Support for LEP and other Special Populations</p>	<p align="center">Interdisciplinary Connection</p>
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
<p align="center">Assessment</p>		
<p align="center">Evidences of Success/Classroom Assessment</p>		<p align="center">TAKS/Other Assessments</p>
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>		<p>TAKS Objective: 2</p>
<p align="center">Correlations/ Resources</p>		
<p align="center">Additional Resources</p>		<p align="center">National Science Standard</p>
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>		<p>Standard C *characteristics of organisms *life cycles of organisms *organisms and environment</p>

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p>		<p>Prerequisites: none</p>
<p>K. 9 Living Organisms-Basic Needs: (C) Identify ways Earth provides resources for life</p>		<p>Subsequent Knowledge and Skills 1. 9 Living Organisms-Basic Needs: (B) Compare and give examples of the ways living organisms depend on each other for their basic needs</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
<p>See clarifying activities at: www.utdanacenter.org/ssi/</p>	<p>earth label climate resources materials food like newspapers fruit identify paper trees name recognize plants draw distinguish discuss environment housing habitat</p>	<p>FOSS Module:</p> <ul style="list-style-type: none"> • Fabric • Wood
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
<p>TEXTEAMS Introduction to Inquiry Science Notebooks</p>	<p>Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)</p>	<p>Language Arts: Journal Writing</p>
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
<p>Student observation during activities (safety/observation checklist) Student science notebook or journal</p>	<p>TAKS Objective:4</p>	
Correlations/ Resources		
Additional Resources	National Science Standard	
<p>Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com</p>	<p>Standard C *organisms and environment</p> <p>Standard D *Properties of earth materials</p>	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade Kindergarten</p> <p>K. 10 Natural World: Rocks, Soil, Water: (A) Observe and describe properties of rocks, soil, water</p>		<p>Prerequisites: none</p>
		<p>Subsequent Knowledge and Skills 1.10 Natural World: Rocks, Soil, Water (A) Identify and describe natural sources of water</p>
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
See clarifying activities at: www.utdanacenter.org/ssi/	hard rough moist color size texture exhibit simulate	calculate solve illustrate roots bark leaves trunk
		FOSS Module: <ul style="list-style-type: none"> • Fabric • Paper • Wood • Animals 2X2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
TEXTEAMS Introduction to Inquiry Science Notebooks	Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)	Language Arts: Journal Writing
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
Student observation during activities (safety/observation checklist) Student science notebook or journal	TAKS Objective: 4	
Correlations/ Resources		
Additional Resources	National Science Standard	
Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com	Standard D *Properties of earth materials	

SCIENCE INSTRUCTIONAL ALIGNMENT CHART

<p align="center">Grade <u>Kindergarten</u></p> <p>K. 10 Natural World: Rocks, Soil, Water: (B) Give usefulness of rocks, soil, water</p>	<p>Prerequisites: none</p>	
	<p>Subsequent Knowledge and Skills 1.10 Natural World: Rocks, Soil, Water: (B) observe and describe differences in rocks and soil samples (C) identify how rocks, soil, and water are used and how they can be recycled</p>	
Instructional Support		
Evidence of Student Learning	Key Vocabulary/Concepts/skills	Curriculum Resources
See clarifying activities at: www.utdanacenter.org/ssi/	valuable beneficial practical hardy advantageous water soil rocks goldfish guppies earthworms pill bugs aquarium house	FOSS Module: <ul style="list-style-type: none"> • Animals 2 x 2
Professional Development	Support for LEP and other Special Populations	Interdisciplinary Connection
TEXTEAMS Introduction to Inquiry Science Notebooks	Science Notebook FOSS Word Bank ESL Learning Strategies (Appendix)	Language Arts: Journal Writing
Assessment		
Evidences of Success/Classroom Assessment	TAKS/Other Assessments	
Student observation during activities (safety/observation checklist) Student science notebook or journal	TAKS Objective: 4	
Correlations/ Resources		
Additional Resources	National Science Standard	
Texas Statewide Systemic Initiative www.utdanacenter.org/ssi/ FOSS Website www.fossweb.com	Standard D *properties of earth materials	