

Chapter 112. Texas Essential Knowledge and Skills for Science
Subchapter A. Elementary

§112.2. Science, Kindergarten, Adopted 2017.

(9) Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:

(A) differentiate between living and nonliving things based upon whether they have basic needs and produce offspring; and

(B) examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.

(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) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape;

(B) identify basic parts of plants and animals;

§112.3. Science, Grade 1, Adopted 2017.

(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;

§112.4. Science, Grade 2, Adopted 2017.

(9) Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:

(A) identify the basic needs of plants and animals;

(B) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things; and

(C) compare the ways living organisms depend on each other and on their environments such as through food chains.

(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) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs;

§112.5. Science, Grade 3, Adopted 2017.

(9) Organisms and environments. The student knows and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:

- (A) observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem;
- (B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field; and
- (C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

- (A) explore how structures and functions of plants and animals allow them to survive in a particular environment

§112.6. Science, Grade 4, Adopted 2017.

(9) Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment. The student is expected to:

- (A) investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food; and
- (B) describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures and behaviors that help them survive within their environment. The student is expected to:

- (A) explore how structures and functions enable organisms to survive in their environment;

§112.7. Science, Grade 5, Adopted 2017.

(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

- (A) observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;
- (B) describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers;

(10) Organisms and environments. The student knows that organisms have structures and behaviors that help them survive within their environments. The student is expected to:

- (A) compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals