



Ecostation is aligned to the Reading/Language Arts, Science and Fine Arts TEKS for Kindergarten through Grade 5.

Kindergarten, Reading/Language Arts

- **communicate ideas effectively through speaking and discussion**
 - K.1(A) listen actively and ask questions to understand information and answer questions using multi-word responses
 - K.1(B) restate and follow oral directions that involve a short, related sequence of actions
 - K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language
 - K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns
 - K.1(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants

- **use research skills to plan and present in written, oral, or multimodal formats**
 - K.12(A) generate questions for formal and informal inquiry with adult assistance
 - K.12(B) develop and follow a research plan with adult assistance
 - K.12(C) gather information from a variety of sources with adult assistance
 - K.12(D) demonstrate understanding of information gathered with adult assistance
 - K.12(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Kindergarten, Science

- **Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices
 - K.1(B) demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.
- **(2) Scientific investigation and reasoning.** The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.
 - K.2(A) ask questions about organisms, objects, and events observed in the natural world;
 - K.2(B) plan and conduct simple descriptive investigations;
 - K.2(C) collect data and make observations using simple tools;
 - K.2(E) communicate observations about simple descriptive investigations.
- **(3) Scientific investigation and reasoning.** The student knows that information and critical thinking are used in scientific problem solving.
 - K.3(A) identify and explain a problem such as the impact of littering and propose a solution;



CHILDREN'S MUSEUM HOUSTON

- K.3(B) make predictions based on observable patterns in nature; and
- K.3(C) explore that scientists investigate different things in the natural world and use tools to help in their investigations.
- (4) **Scientific investigation and reasoning.** The student uses age-appropriate tools and models to investigate the natural world.
 - K.4(A) collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums; and
 - K.4(B) use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment
- (7) **Earth and space.** The student knows that the natural world includes earth materials.
 - K.7(A) observe, describe, and sort rocks by size, shape, color, and texture;
 - K.7(B) observe and describe physical properties of natural sources of water, including color and clarity; and
 - K.7(C) give examples of ways rocks, soil, and water are useful.
- (8) **Earth and space.** The student knows that there are recognizable patterns in the natural world and among objects in the sky
 - K.8(A) observe and describe weather changes from day to day and over seasons;
 - K.8(B) identify events that have repeating patterns, including seasons of the year and day and night; and
 - K.8(C) observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun.
- (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.
 - K.9(A) differentiate between living and nonliving things based upon whether they have basic needs and produce offspring; and
 - K.9(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.
 - K.10(A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape;
 - K.10(B) identify basic parts of plants and animals;
 - K.10(C) identify ways that young plants resemble the parent plant; and
 - K.10(D) observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.



Kindergarten, Theater:

- (1) **Foundations:** inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - K.1(A) develop self-awareness through dramatic play;
 - K.1(B) explore space using expressive movement;
 - K.1(C) imitate sounds; and
 - K.1(D) imitate and recreate objects in dramatic play
- (2) **Creative expression:** performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - K.2(A) demonstrate safe use of movement and voice;
 - K.2(B) assume roles through imitation and recreation;
 - K.2(C) identify the characteristics of dramatic play; and
 - K.2(D) participate in dramatic play.
- (3) **Creative expression:** production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - K.3(D) cooperate with others in dramatic play.

First Grade, Reading/Language Arts

- **communicate ideas effectively through speaking and discussion**
 - 1.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
 - 1.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
 - 1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
 - 1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
 - 1.1(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings
- **use research skills to plan and present in written, oral, or multimodal formats**
 - 1.13(A) generate questions for formal and informal inquiry with adult assistance
 - 1.13(B) develop and follow a research plan with adult assistance
 - 1.13(C) identify and gather relevant sources and information to answer the questions with adult assistance
 - 1.13(D) demonstrate understanding of information gathered with adult assistance
 - 1.13(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results



First Grade, Science

- (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
 - 1.1(B) demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.
- (2) **Scientific investigation and reasoning.** The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.
 - 1.2(A) ask questions about organisms, objects, and events observed in the natural world;
 - 1.2(B) plan and conduct simple descriptive investigations;
 - 1.2(C) collect data and make observations using simple tools;
 - 1.2(D) record and organize data and observations using pictures, numbers, and words; and
 - 1.2(E) communicate observations about simple descriptive investigations.
- (3) **Scientific investigation and reasoning.** The student knows that information and critical thinking are used in scientific problem solving.
 - 1.3(A) identify and explain a problem and propose a solution;
 - 1.3(B) make predictions based on observable patterns in nature; and
 - 1.3(C) describe what scientists do.
- (4) **Scientific investigation and reasoning.** The student uses age-appropriate tools and models to investigate the natural world.
 - 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.
 - 1.4(B) measure and compare organisms and objects using non-standard units .
- (6) **Force, motion, and energy.** The student knows that energy, force, and motion are related and are a part of their everyday life.
 - 1.6(A) identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life;
- (7) **Earth and space.** The student knows that the natural world includes earth materials.
 - 1.7(A) observe, describe, and sort rocks by size, shape, color, and texture;
 - 1.7(B) identify and describe a variety of natural sources of water, including streams, lakes, and oceans; and
 - 1.7(C) identify how rocks, soil, and water are used to make products.



- (8) **Earth and space.** The student knows that there are recognizable patterns in the natural world and among objects in the sky
 - 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(B) observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun;
 - 1.8(C) identify characteristics of the seasons of the year and day and night; and
 - 1.8(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:
 - 1.9(A) sort and classify living and nonliving things based upon whether they have basic needs and produce offspring;
 - 1.9(B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver; and
 - 1.9(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.
 - 1.10(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;
 - 1.10(B) identify and compare the parts of plants;
 - 1.10(C) compare ways that young animals resemble their parents; and
 - 1.10(D) observe and record life cycles of animals such as a chicken, frog, or fish.

First Grade, Theater

- (1) **Foundations:** inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to
 - 1.1(A) develop confidence and self-awareness through dramatic play;
 - 1.1(B) develop spatial awareness in dramatic play using expressive and rhythmic movement;
 - 1.1(C) imitate actions and sounds; and
 - 1.1(D) imitate and create animate and inanimate objects in dramatic play.
- (2) **Creative expression:** performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - 2.1(A) demonstrate safe use of movement and voice;



- 2.1(B) create roles through imitation;
- 2.1(C) dramatize simple stories; and
- 2.1(D) dramatize poems and songs.
- (3) **Creative expression:** production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - 2.3(A) discuss aspects of the environment for use in dramatic play such as location or climate;
 - 2.3(C) rehearse dramatic play; and
 - 2.3(D) cooperate with others in dramatic play.

Second Grade, Reading/Language Arts

- communicate ideas effectively through speaking and discussion
 - 2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
 - 2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
 - 2.1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
 - 2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
 - 2.1(E) develop social communication such as conversing politely in all situations
- 2.13 use research skills to plan and present in written, oral, or multimodal formats
 - 2.13(A) generate questions for formal and informal inquiry with adult assistance
 - 2.13(C) identify and gather relevant sources and information to answer the questions
 - 2.13(E) demonstrate understanding of information gathered
 - 2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Second Grade, Science

- (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
 - 2.1(B) demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.
- (2) **Scientific investigation and reasoning.** The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.



- 2.2(A) ask questions about organisms, objects, and events observed in the natural world;
- 2.2(B) plan and conduct simple descriptive investigations;
- 2.2(C) collect data and make observations using simple tools;
- 2.2(D) record and organize data using pictures, numbers, and words;
- 2.2(E) communicate observations and justify explanations using student-generated data from simple descriptive investigations; and
- (3) **Scientific investigation and reasoning.** The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
 - 2.3(A) identify and explain a problem and propose a task and solution for the problem;
 - 2.3(B) make predictions based on observable patterns; and
 - 2.3(C) identify what a scientist is and explore what different 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:
 - 2.4(A) collect, record, and compare information using tools, including computers, hand lenses, rulers, plastic beakers, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums; and
 - 2.4(B) measure and compare organisms and objects.
- (7) **Earth and space.** The student knows that the natural world includes earth materials.
 - 2.7(A) observe, describe, and sort rocks by size, shape, color, and texture;
 - 2.7(B) identify and compare the properties of natural sources of freshwater and saltwater; and
 - 2.7(C) distinguish between natural and manmade resources.
- (8) **Earth and space.** The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:
 - 2.8(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data;
 - 2.8(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation; and
 - 2.8(C) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.
- (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:
 - 2.9(A) identify the basic needs of plants and animals;
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- 2.9(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
- 2.9(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:
 - 2.10(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs;
 - 2.10(B) observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant; and
 - 2.10(C) investigate and record some of the unique stages that insects such as grasshoppers and butterflies undergo during their life cycle.

Second Grade, Theater

- (1) **Foundations:** inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - 2.1(A) react to sensory experiences such as sight or sound through dramatic play;
 - 2.1(B) expand spatial awareness in dramatic play using expressive and rhythmic movement;
 - 2.1(C) participate in dramatic play using actions, sounds, and dialogue; and
 - 2.1(D) role play, imitate, and recreate dialogue.
- (2) **Creative expression:** performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - 2.2(A) demonstrate safe use of movement and voice;
 - 2.2(B) role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
 - 2.2(C) create dramatizations of limited-action stories using simple pantomime or puppetry; and
 - 2.2(D) dramatize poems and songs using simple pantomime or puppetry.
- (3) **Creative expression:** production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - 2.3(A) select aspects of the environment such as location, climate, or time for use in dramatic play;
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- 2.3(B) adapt the environment for dramatic play using common objects such as tables or chairs;
- 2.3(C) plan dramatic play; and
- 2.3(D) cooperate and interact with others in dramatic play.

Third Grade, Reading/Language Arts

- communicate ideas effectively through speaking and discussion
 - 3.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments
 - 3.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action
 - 3.1(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
 - 3.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols
 - 3.1(E) develop social communication such as conversing politely in all situations
- use research skills to plan and present in written, oral, or multimodal formats
 - 3.13(A) generate questions on a topic for formal and informal inquiry
 - 3.13(C) identify and gather relevant information from a variety of sources
 - 3.13(E) demonstrate understanding of information gathered
 - 3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Third Grade, Science

- (1) **Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate practices. The student is expected to:
 - 3.1(B) make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics.
- (2) **Scientific investigation and reasoning.** The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:
 - 3.2(A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world;
- (4) **Scientific investigation and reasoning.** The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to



- 3.4(A) collect, record, and analyze information using tools, including cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, magnets, collecting nets, notebooks, and Sun, Earth, and Moon system models; timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums.
- (5) **Matter and energy.** The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:
 - 3.5 (C) predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water, condensation forming on the outside of a glass of ice water, or liquid water being heated to the point of becoming water vapor; and
 - 3.5(D) explore and recognize that a mixture is created when two materials are combined such as gravel and sand or metal and plastic paper clips.
- (7) **Earth and space.** The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:
 - 3.7(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains;
 - 3.7 (C) explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved.
- (8) **Earth and space.** The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:
 - 3.8(A) observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation;
 - 3.8(B) describe and illustrate the Sun as a star composed of gases that provides light and thermal energy;
- (9) **Organisms and environments.** The student knows and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:
 - 3.9(A) observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem;
 - 3.9(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
 - 3.9(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:
 - 3.10(A) explore how structures and functions of plants and animals allow them to survive in a particular environment; and
 - 3.10(B) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady beetles.

Third Grade, Theater:

- (1) **Foundations:** inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - 3.1(A) react to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play;
 - 3.1(B) create playing space using expressive and rhythmic movement;
 - 3.1(C) respond to sounds, music, images, language, and literature using movement; and
 - 3.1(D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.
- (2) **Creative expression:** performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - 3.2(A) demonstrate safe use of movement and voice;
 - 3.2(B) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization;
 - 3.2(C) dramatize literary selections using shadow play or puppetry; and
 - 3.2(D) dramatize literary selections using pantomime and imitative dialogue.
- (3) **Creative expression:** production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - 3.3(A) identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
 - 3.3(B) use simple technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
 - 3.3(C) plan dramatic play;
 - 3.3(D) cooperate and interact with others in dramatic play; and
 - 3.3(E) observe live or multimedia theatrical performances.



Fourth Grade, Reading/Language Arts

- **communicate ideas effectively through speaking and discussion**
 - 4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments
 - 4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action
 - 4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
 - 4.1(D) work collaboratively with others to develop a plan of shared responsibilities

- **use research skills to plan and present in written, oral, or multimodal formats**
 - 4.13(A) generate and clarify questions on a topic for formal and informal inquiry
 - 4.13(B) develop and follow a research plan with adult assistance
 - 4.13(C) identify and gather relevant information from a variety of sources
 - 4.13(E) demonstrate understanding of information gathered
 - 4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Fourth Grade, Science

- **(1) Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
 - 4.1(B) make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic.
- **(4) Scientific investigation and reasoning.** The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to
 - 4.4(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, balances, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums.
- **(7) Earth and space.** The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to:
 - 4.7(A) examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants;
 - 4.7(B) observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice; and



- 4.7(C) identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation.
- (8) **Earth and space.** The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
 - 4.8(A) measure, record, and predict changes in weather;
 - 4.8(B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process; and
 - 4.8(C) collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time.
- (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:
 - 4.9(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
 - 4.9(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:
 - 4.10(A) explore how structures and functions enable organisms to survive in their environment;
 - 4.10(B) explore and describe examples of traits that are inherited from parents to offspring such as eye color and shapes of leaves and behaviors that are learned such as reading a book and a wolf pack teaching their pups to hunt effectively; and
 - 4.10(C) explore, illustrate, and compare life cycles in living organisms such as beetles, crickets, radishes, or lima beans.

Fourth Grade Theater:

- (1) **Foundations:** inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - 4.1(A) integrate sensory and emotional responses in dramatic play;
 - 4.1(B) develop body awareness and spatial perception using rhythmic and expressive movement;
 - 4.1 (D) express emotions and ideas using interpretive movements, sounds, and dialogue;



- 4.1(E) imitate and synthesize life experiences in dramatic play;
- 4.1(F) use common objects to represent the setting, enhance characterization, and clarify actions; and
- 4.1(G) define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme.
- (2) **Creative expression: performance.** The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - 4.2(A) demonstrate safe use of the voice and body;
 - 4.2(B) describe characters, their relationships, and their surroundings;
 - 4.2(C) develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history;
 - 4.2(D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and
 - 4.2(E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.
- (3) **Creative expression: production.** The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - 4.3(A) describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme;
 - 4.3(B) alter space to create suitable performance environments for playmaking;
 - 4.3(C) plan brief dramatizations collaboratively; and
 - 4.3(D) interact cooperatively with others in brief dramatizations.



Fifth Grade, Reading/Language Arts

- communicate ideas effectively through speaking and discussion
 - 5.1(A) listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments
 - 5.1(B) follow, restate, and give oral instructions that include multiple action steps
 - 5.1(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively
 - 5.1(D) work collaboratively with others to develop a plan of shared responsibilities
- use research skills to plan and present in written, oral, or multimodal formats
 - 5.13(A) generate and clarify questions on a topic for formal and informal inquiry
 - 5.13(C) identify and gather relevant information from a variety of sources
 - 5.13(E) demonstrate understanding of information gathered
 - 5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Fifth Grade, Science

- (1) **Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
 - 5.1(B) make informed choices in the conservation, disposal, and recycling of materials.
- (9) **Organisms and environments.** The student knows that there are relationships, systems, and cycles within environments. The student is expected to:
 - 5.9(A) observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;
 - 5.9(B) describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers;
 - 5.9(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways; and

Fifth Grade, Theater

- (1) **Foundations:** inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - 5.1(A) integrate sensory and emotional responses in dramatic play;
 - 5.1(B) develop body awareness and spatial perception using rhythmic and expressive movement;



- 5.1 (D) express emotions and ideas using interpretive movements, sounds, and dialogue;
- 5.1(E) imitate and synthesize life experiences in dramatic play;
- 5.1(F) use common objects to represent the setting, enhance characterization, and clarify actions; and
- 5.1(G) define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme.
- (2) **Creative expression:** performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - 5.2(A) demonstrate safe use of the voice and body;
 - 5.2(B) describe characters, their relationships, and their surroundings;
 - 5.2(C) develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history;
 - 5.2(D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and
 - 5.2(E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.
- (3) **Creative expression:** production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - 5.3(A) describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme;
 - 5.3(B) alter space to create suitable performance environments for playmaking;
 - 5.3(C) plan brief dramatizations collaboratively; and
 - 5.3(D) interact cooperatively with others in brief dramatizations.