Tia Sukenik - Owner
Challenge Island-West Plano/North Dallas
17630 Davenport #104
dallasinfo@challenge-island.com
469.779.7844

Kindergarten Science TEKS

Field Trip Name/Topic: Slime

TEKS: (b) Knowledge and skills.

(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. The student is expected to:

(A) identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

(B) plan and conduct simple descriptive investigations;
(C) collect data and make observations using simple tools;
(D) record and organize data and observations using pictures, numbers, and words; and
(E) communicate observations about simple descriptive investigations.

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(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
(B) use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment.

(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:

(A) observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture; and
(B) observe, record, and discuss how materials can be changed by heating or cooling.

Field Trip Name/Topic
Fab Four-Light and Sound Energy
Roller Coasters: Slowler Coaster, Beach Coasters. Roller Coaster Ridge
City Planner

TEKS: (6) Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:

(A) use the senses to explore different forms of energy such as light, thermal, and sound;
(B) explore interactions between magnets and various materials;
(C) observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside; and
(D) observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.

First Grade Science

Field Trip Name/Topic
Slime
TEKS: (b) Knowledge and skills.

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

(A) ask questions about organisms, objects, and events observed in the natural world;
(B) plan and conduct simple descriptive investigations;

Tia Sukenik - Owner
Challenge Island-West Plano/North Dallas
17630 Davenport #104
dallasinfo@challenge-island.com
469.779.7844

(C) collect data and make observations using simple tools;
(D) record and organize data using pictures, numbers, and words; and
(E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(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; and
(B) measure and compare organisms and objects using non-standard units.

(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:

(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture;
(C) classify objects by the materials from which they are made.

Field Trip Name/Topic

Roller Coasters: Slowler Coaster, Beach Coasters. Roller Coaster Ridge

City Planner

TEKS: (6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:

(A) identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life;
(B) predict and describe how a magnet can be used to push or pull an object; and
(C) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.

Field Trip Name/Topic

Ziplines
Toboggans
Wind Turbines (Wind energy conversion)

TEKS: (8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:

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

Field Trip Name/Topic

African Safari
Jaguars Claw

TEKS: (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:

(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;

---

§112.13. Science, Grade 2

Field Trip Name/Topic

Slime

Tia Sukenik - Owner
Challenge Island-West Plano/North Dallas
17630 Davenport #104
dallasinfo@challenge-island.com
469.779.7844

TEKS: (b) Knowledge and skills.

(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:

(A) ask questions about organisms, objects, and events during observations and investigations;
(B) plan and conduct descriptive investigations;
(C) collect data from observations using scientific tools;
(D) record and organize data using pictures, numbers, and words;
(E) communicate observations and justify explanations using student-generated data from simple descriptive investigations; and
(F) compare results of investigations with what students and scientists know about the world.

(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:

(A) identify and explain a problem and propose a task and solution for the problem;
(B) make predictions based on observable patterns; and
(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:

(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

(5) Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:

(A) classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid;

(D) combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties.

Field Trip Name/Topic

Roller Coasters: Slowler Coaster, Beach Coasters. Roller Coaster Ridge

Wind Power Cars/boats

TEKS: (6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:

(C) trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time.

Field Trip Name/Topic

African Safari

Antarctica

TEKS: (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;

Tia Sukenik - Owner
Challenge Island-West Plano/North Dallas
17630 Davenport #104
dallasinfo@challenge-island.com
469.779.7844

Field Trip Name/Topic
Slime
TEKS: (b) Knowledge and skills.
(2) Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:
(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;
(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data;
(D) analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations;
(E) demonstrate that repeated investigations may increase the reliability of results; and
(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.
(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
(B) represent the natural world using models such as volcanoes and identify their limitations, including size, properties, and materials; and

Field Trip Name/Topic
Sink and Float-Micro biologist and Titanic
Solid/liquid/gas-Up, Up and Away
TEKS: (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:
(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float;
(B) describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container;

Field Trip Name/Topic
Taj Mahal Playgrounds
Roller Coasters: Slowler Coaster, Beach Coasters. Roller Coaster Ridge and Star Mountain
TEKS: (6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:
(A) explore different forms of energy, including mechanical, light, sound, and thermal in everyday life;
(B) demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons; and
(C) observe forces such as magnetism and gravity acting on objects.

Field Trip Name/Topic
Mt. Vesuvious (volcano), Wizard of Oz (tornado), San Francisco Earthquake, and Avalanche
TEKS: (7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:
(B) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides; and

---

4th grade

Field Trip Name/Topic
Slime
TEKS: (b) Knowledge and skills.
(2) Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:
(A) plan and implement descriptive investigations, including asking well defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions;

Tia Sukenik - Owner
Challenge Island-West Plano/North Dallas
17630 Davenport #104
dallasinfo@challenge-island.com
469.779.7844

(B) collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps;
(C) construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data;
(D) analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured;
(E) perform repeated investigations to increase the reliability of results; and
(F) communicate valid oral and written results supported by data.

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
(A) analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing;

Field Trip Name/Topic
Microbiologist or Titanic - Sink or Float

TEKS: (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:
(A) measure, compare, and contrast physical properties of matter, including mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float; and
(B) compare and contrast a variety of mixtures, including solutions.

Field Trip Name/Topic
Roller Coasters: Slowler Coaster, Beach Coasters. Roller Coaster Ridge and Star Mountain
Mechanical Engineer, Mythology Ball, Fab Four

TEKS: (6) Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:
(A) differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal;
(D) design a descriptive investigation to explore the effect of force on an object such as a push or a pull, gravity, friction, or magnetism.

(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;
(B) explore and describe examples of traits that are inherited from parents to offspring such as eye color and

---

§112.16. Science, Grade 5, Adopted 2017.
Field Trip Name/Topic
Slime

TEKS: (b) Knowledge and skills.
(2) Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:
(A) describe, plan, and implement simple experimental investigations testing one variable;
(B) ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;
(C) collect and record information using detailed observations and accurate measuring;
(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;
(E) demonstrate that repeated investigations may increase the reliability of results;
(F) communicate valid conclusions in both written and verbal forms; and
(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.
(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

Tia Sukenik - Owner
Challenge Island-West Plano/North Dallas
17630 Davenport #104
dallasinfo@challenge-island.com
469.779.7844

collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observations of habitats or organisms such as terrariums and aquariums.

Field Trip Name/Topic

Roller Coasters: Slowler Coaster, Beach Coasters. Roller Coaster Ridge and Star Mountain Microbiologist or Titanic (sink and float),

TEKS:

(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:

(A) classify matter based on measurable, testable, and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water, and the ability to conduct or insulate thermal energy or electric energy;

(B) demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water; and

(C) identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water.

Field Trip Name/Topic

Fab Four (light and sound energy), Hurricane Harbor and Blow Cart Beach (wind energy)

TEKS:

(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy;

(B) demonstrate that the flow of electricity in closed circuits can produce light, heat, or sound;

(C) demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one medium to another and is refracted; and

(D) design a simple experimental investigation that tests the effect of force on an object.