PLEASE NOTE: The words contained in Academic Vocabulary are words/concepts/terms essential for concept development; this list is not intended to be comprehensive. The “new to grade level” vocabulary suggestions are a starting point, and educators are encouraged to refer to their district curriculum resources for additional words/concepts/terms.
## Properties and Patterns of Objects

1.5  Matter and energy. The student knows that objects have properties and patterns.

<table>
<thead>
<tr>
<th>subcluster</th>
<th>standards</th>
<th>new to grade level</th>
<th>previously introduced</th>
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</thead>
<tbody>
<tr>
<td>Properties of Matter</td>
<td>1.5(A), 1.5(B),</td>
<td>larger</td>
<td>bigger, change, color,</td>
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<tr>
<td></td>
<td>1.5(C)</td>
<td></td>
<td>cooling, freezing,</td>
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<td>heating, heavier,</td>
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<td>lighter, materials</td>
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<td></td>
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<td>melting, objects,</td>
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<td>observe, predict,</td>
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<td>property, shape,</td>
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<td>smaller, texture</td>
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</table>
Force, Motion, and Energy

1.6 Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life.

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<tbody>
<tr>
<td><strong>Forms of Energy</strong></td>
<td>1.6(A)</td>
<td></td>
<td>energy light energy sound energy thermal energy</td>
</tr>
<tr>
<td><strong>Magnets</strong></td>
<td>1.6(B)</td>
<td>force magnetism push</td>
<td>magnet pull</td>
</tr>
<tr>
<td><strong>Motion</strong></td>
<td>1.6(C)</td>
<td>force</td>
<td>back and forth fast and slow location motion (move) round and round straight line up and down zig zag</td>
</tr>
</tbody>
</table>
Rocks, Soil, and Water

1.7 Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems.

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<thead>
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<th>previously introduced</th>
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<tbody>
<tr>
<td>Soil</td>
<td>1.7(A)</td>
<td>component</td>
<td>color</td>
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<td>soil</td>
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<td>texture</td>
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<td>Water</td>
<td>1.7(B)</td>
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<td>lake</td>
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<td>stream</td>
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<td>water</td>
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<tr>
<td>Uses of Rocks, Soil, and Water</td>
<td>1.7(C)</td>
<td>products</td>
<td>rock</td>
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</table>
## Patterns in the Natural World

1.8 Earth and space. The student knows that the natural world includes the air around us and objects in the sky.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>Weather</strong></td>
<td>1.8(A), 1.8(D)</td>
<td>air, icy, precipitation, relative temperature</td>
<td>calm, clear, cloudy, cold, hot, rainy, weather, wind/windy</td>
</tr>
<tr>
<td><strong>Objects in the Sky</strong></td>
<td>1.8(B)</td>
<td>appearance</td>
<td>cloud, Moon, sky, star, Sun</td>
</tr>
<tr>
<td><strong>Earth’s Patterns</strong></td>
<td>1.8(C)</td>
<td>year</td>
<td>characteristic, day, night, seasons (summer, fall, winter, spring)</td>
</tr>
</tbody>
</table>
### Relationships of Plants and Animals

#### 1.9 Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur.

<table>
<thead>
<tr>
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</table>
| Interdependence       | 1.9(B), 1.9(C)  | aquarium  
care giver  
depend  
energy transfer  
food chain  
habitat  
interdependence  
terrarium  
animal  
living organism  
plant  
sheeter  
Sun |
| Living and Nonliving  | 1.9(A)          | reproduce  
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Characteristics of Plants and Animals

1.10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.

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<th>standards</th>
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<tbody>
<tr>
<td>Characteristics of Animals</td>
<td>1.10(A)</td>
<td>external characteristic</td>
<td>animal</td>
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<td>body covering</td>
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<td>body shape characteristic</td>
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<tr>
<td>Life Cycles</td>
<td>1.10(D)</td>
<td>animal life cycle</td>
<td>plant life cycle</td>
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<td>chicken</td>
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<td>Parts of Plants</td>
<td>1.10(B)</td>
<td></td>
<td>flower</td>
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<td></td>
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<td>fruit</td>
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<td>Inherited Traits</td>
<td>1.10(C)</td>
<td></td>
<td>animal</td>
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