

## Texas Essential Knowledge and Skills (TEKS) for Science Correlation to *PhD Science*<sup>™</sup>

- Green indicates that *PhD Science*<sup>™</sup> fully addresses the standard within the grade level.
- Blue indicates that *PhD Science* covers the standard but in a different grade level.
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**Key:** Module (M), Lesson (L)

### *PhD Science* Level 3

The Grade 3 Texas Essential Knowledge and Skills (TEKS) for Science are almost entirely covered by the Level 3 *PhD Science* curriculum. Standards 3(2), 3(3), 3(7), and 3(8) are partially covered but not in the detail specified. Standard 3(1) is not covered by *PhD Science*. A detailed analysis of alignment appears in the table below.





Grade 3 Knowledge and Skills		Aligned <i>PhD Science</i> Lessons
<b>3.1 Scientific Investigation and Reasoning</b>		
The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate practices. The student is expected to		
A	demonstrate safe practices as described in Texas Education Agency–approved safety standards during classroom and outdoor investigations using safety equipment as appropriate, including safety goggles or chemical splash goggles, as appropriate, and gloves; and	
B	make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics.	
<b>3.2 Scientific Investigation and Reasoning</b>		
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;	Level 3 M1 L21–L25 Level 3 M2 L21–L25 Level 3 M3 L12–L13 Level 3 M3 L19–L20 Level 3 M4 L23–L27
B	collect and record data by observing and measuring using the metric system and recognize differences between observed and measured data;	
C	construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data;	Level 3 M1 L4–L15 Level 3 M1 L19–L20 Level 3 M1 L27–L29 Level 3 M2 L3–L8 Level 3 M2 L16–L19 Level 3 M3 L4–L8

			Level 3 M3 L14–L20 Level 3 M4 L4–L9
D	analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations;		Level 3 M1 L4–L15 Level 3 M1 L19–L20 Level 3 M1 L27–L29 Level 3 M2 L3–L8 Level 3 M2 L16–L19 Level 3 M3 L4–L8 Level 3 M3 L14–L20 Level 3 M4 L4–L9
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.		Level 3 M1 L11–L17 Level 3 M2 L13–L15 Level 3 M2 L20–L21 Level 3 M4 L22
<b>3.3 Scientific investigation and reasoning.</b> 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			
A	analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing;		Level 3 M1 L4–L15 Level 3 M1 L19–L20 Level 3 M1 L27–L29 Level 3 M2 L3–L8 Level 3 M2 L16–L19 Level 3 M3 L4–L8 Level 3 M3 L14–L20 Level 3 M4 L4–L9
B	represent the natural world using models such as volcanoes or the Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials; and		Level 3 M1 L1–L3 Level 3 M1 L19–L20 Level 3 M2 L1–L3 Level 3 M2 L6–L12 Level 3 M2 L22–L25 Level 3 M3 L7–L11 Level 3 M3 L21–L25 Level 3 M4 L1–L3 Level 3 M4 L17–L18 Level 3 M4 L23–L27
C	connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.		
<b>3.4 Scientific investigation and reasoning.</b> The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to			
	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.		Level 3 M1 L1–L3 Level 3 M1 L21–L26 Level 3 M2 L1–L2 Level 3 M3 L1–L3 Level 3 M3 L12–L13 Level 3 M4 L1–L3 Level 3 M4 L7–L9 Level 3 M4 L15–L16 Level 3 M4 L19–L30

<b>3.5 Matter and energy.</b> 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;	Level 5 M1 L1–L4 Level 5 M1 L9 Level 5 M1 L11–L17 Level 5 M1 L23–L26
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;	Level 5 M1 L5 Level 5 M1 L9–L10 Level 5 M1 L17
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	Level 5 M1 L9–L17 Level 5 M1 L23–L26
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.	Level 5 M1 L1–L2 Level 5 M1 L13–L26
<b>3.6 Force, motion, and energy.</b> 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;	Level 4 M2 L1–L5 Level 4 M2 L10–L11 Level 4 M2 L24–L26
B	demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons; and	Level 3 M4 L10–L18 Level 3 M4 L28–L30
C	observe forces such as magnetism and gravity acting on objects.	Level 3 M4 L1–L9 Level 3 M4 L19–L21 Level 3 M4 L28–L30
<b>3.7 Earth and space.</b> The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to		
A	explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains;	Level 5 M2 L12–L14
B	investigate rapid changes in Earth’s surface such as volcanic eruptions, earthquakes, and landslides; and	Level 4 M1 L6–L11 Level 4 M1 L25–L27
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.	
<b>3.8 Earth and space.</b> The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to		
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;	Level 3 M1 L1–L15 Level 3 M1 L19–L20 Level 3 M1 L27–L29
B	describe and illustrate the Sun as a star composed of gases that provides light and thermal energy;	Level 5 M4 L18–L19 Level 5 M4 L24–L26
C	construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and	Level 5 M4 L1–L2 Level 5 M4 L5–L17 Level 5 M4 L20–L26
D	identify the planets in Earth’s solar system and their position in relation to the Sun.	

<b>3.9 Organisms and environments.</b> 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;	Level 3 M2 L1–L2 Level 3 M2 L9–L12 Level 3 M2 L16–L19 Level 3 M2 L22–L28
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	Level 3 M2 L16–L28
C	describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.	Level 3 M2 L1–L2 Level 3 M2 L9–L12 Level 3 M2 L16–L19 Level 3 M2 L22–L28
<b>3.10 Organisms and environments.</b> 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; and	Level 3 M2 L10–L12
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.	Level 3 M3 L7–L8 Level 3 M3 L23–L28

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### *PhD Science* Level 4

The Grade 4 Texas Essential Knowledge and Skills (TEKS) for Science are almost entirely covered by the Level 4 *PhD Science* curriculum. Standards 4(2), 4(3), 4(6), and 4(8) are partially covered but not in the detail specified. Standard 4(1) is not covered by *PhD Science*. A detailed analysis of alignment appears in the table below.

Grade 4 Knowledge and skills		Aligned <i>PhD Science</i> Lessons
<b>4.1 Scientific investigation and reasoning.</b> The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to		
A	demonstrate safe practices and the use of safety equipment as described in Texas Education Agency–approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate; and	
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.	
<b>4.2 Scientific investigation and reasoning.</b> 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;	Level 4 M1 L1–L2 Level 4 M2 L1–L3 Level 4 M2 L8–L9 Level 4 M3 L1–L3 Level 4 M3 L6 Level 4 M3 L15–L19 Level 4 M4 L1–L2
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;	Level 4 M1 L12–L20 Level 4 M1 L23–L24 Level 4 M4 L10–L17
C	construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data;	Level 4 M1 L12–L20 Level 4 M1 L23–L24 Level 4 M4 L10–L17

D	analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured;	Level 4 M1 L1–L5 Level 4 M1 L18–L20 Level 4 M2 L4–L5 Level 4 M2 L8–L11 Level 4 M2 L24–L26 Level 4 M3 L1–L3 Level 4 M3 L7–L11 Level 4 M3 L20 Level 4 M3 L24–L31 Level 4 M4 L1–L4 Level 4 M4 L7–L8 Level 4 M4 L14–L17 Level 4 M4 L22–L27
E	perform repeated investigations to increase the reliability of results; and	
F	communicate valid oral and written results supported by data.	Level 4 M1 L3–L5 Level 4 M1 L23–L24 Level 4 M3 L4–L6 Level 4 M3 L10–L11 Level 4 M3 L20–L23 Level 4 M3 L26–L28 Level 4 M4 L22–L24
<b>4.3 Scientific investigation and reasoning.</b> 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;	
B	represent the natural world using models such as the water cycle and stream tables and identify their limitations, including accuracy and size; and	Level 4 M1 L1–L2 Level 4 M2 L1–L3 Level 4 M2 L8–L11 Level 4 M2 L15–L16 Level 4 M3 L1–L3 Level 4 M3 L7–L14 Level 4 M4 L1–L8 Level 4 M4 L10–L24
C	connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.	
<b>4.4 Scientific investigation and reasoning.</b> The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to		
	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.	Level 4 M1 L1–L2 Level 4 M2 L1–L3 Level 4 M2 L8–L11 Level 4 M2 L15–L16 Level 4 M3 L1–L3 Level 4 M3 L7–L14 Level 4 M4 L1–L8 Level 4 M4 L10–L24

<b>4.5 Matter and energy.</b> 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	Level 5 M1 L1–L4 Level 5 M1 L9 Level 5 M1 L11–L17 Level 5 M1 L23–L26
B	compare and contrast a variety of mixtures, including solutions.	Level 5 M1 L1–L2 Level 5 M1 L13–L26
<b>4.6 Force, motion, and energy.</b> 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;	Level 4 M2 L1–L5 Level 4 M2 L10–L11 Level 4 M2 L24–L26
B	differentiate between conductors and insulators of thermal and electrical energy;	Level 3 M4 L19–L21 Level 4 M2 L12–L14 Level 4 M2 L19–L20
C	demonstrate that electricity travels in a closed path, creating an electrical circuit; and	
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.	Level 3 M4 L1–L9 Level 3 M4 L28–L30
<b>4.7 Earth and space.</b> The students know that Earth consists of useful resources and its surface is constantly changing. The student is expected to		
A	examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants;	Level 5 M3 L12–L13
B	observe and identify slow changes to Earth’s surface caused by weathering, erosion, and deposition from water, wind, and ice; and	Level 4 M1 L6–L11 Level 4 M1 L25–L27
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.	Level 4 M1 L21–L27
<b>4.8 Earth and space.</b> 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		
A	measure, record, and predict changes in weather;	Level 3 M1 L1–L15 Level 3 M1 L19–L20 Level 3 M1 L27–L29
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	Level 5 M2 L6–L7 Level 5 M2 L15–L19 Level 5 M2 L24–L26 Level 5 M3 L8
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.	Level 5 M4 L1–L2 Level 5 M4 L5–L17 Level 5 M4 L20–L26
<b>4.9 Organisms and environments.</b> 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	Level 5 M2 L3–L9
B	describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.	Level 5 M2 L18–L20

<b>4.10 Organisms and environments.</b> 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;	Level 3 M2 L9–L12
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	Level 3 M3 L1–L6 Level 3 M3 L14–L18 Level 3 M3 L26–L28
C	explore, illustrate, and compare life cycles in living organisms such as beetles, crickets, radishes, or lima beans.	Level 3 M3 L7–L8



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### *PhD Science* Level 5

The Grade 5 Texas Essential Knowledge and Skills (TEKS) for Science are almost entirely covered by the Level 5 *PhD Science* curriculum. Standards 5(2), 5 (3), 5(6), and 5(8) are partially covered but not in the detail specified. Standards 5(1) and 5(4) are not covered by *PhD Science*. A detailed analysis of alignment appears in the table below.

Grade 5 Knowledge and skills		Aligned <i>PhD Science</i> Lessons
<b>5.1 Scientific investigation and reasoning.</b> The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to		
A	demonstrate safe practices and the use of safety equipment as outlined in Texas Education Agency–approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate; and	
B	make informed choices in the conservation, disposal, and recycling of materials.	
<b>5.2 Scientific investigation and reasoning.</b> 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;	Level 5 M1 L13–L14 Level 5 M1 L18–L22 Level 5 M2 L3–L5 Level 5 M3 L10–L11 Level 5 M4 L5–L6 Level 5 M4 L18–L19
B	ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;	Level 5 M1 L1–L2 Level 5 M2 L1–L2 Level 5 M2 L21–L23 Level 5 M3 L1–L3 Level 5 M3 L19–L23 Level 5 M4 L1–L2 Level 5 M4 L13

C	collect and record information using detailed observations and accurate measuring;	Level 5 M1 L1–L2 Level 5 M2 L1–L2 Level 5 M2 L21–L23 Level 5 M3 L1–L3 Level 5 M3 L19–L23 Level 5 M4 L1–L2 Level 5 M4 L13
D	analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;	Level 5 M1 L15–L17 Level 5 M2 L3–L5 Level 5 M2 L8–L13 Level 5 M2 L15–L17 Level 5 M3 L4–L5 Level 5 M3 L14–L16 Level 5 M4 L14–L15
E	demonstrate that repeated investigations may increase the reliability of results;	
F	communicate valid conclusions in both written and verbal forms; and	Level 5 M2 L6–L7 Level 5 M2 L10–L11 Level 5 M2 L18–L20 Level 5 M3 L9 Level 5 M3 L14–L16 Level 5 M3 L19–L27 Level 5 M4 L18–L19
G	construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.	Level 5 M1 L15–L17 Level 5 M2 L3–L5 Level 5 M2 L8–L13 Level 5 M2 L15–L17 Level 5 M3 L4–L5 Level 5 M3 L14–L16 Level 5 M4 L14–L15
<b>5.3 Scientific investigation and reasoning.</b> 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;	Level 5 M1 L15–L17 Level 5 M2 L3–L5 Level 5 M2 L8–L13 Level 5 M2 L15–L17 Level 5 M3 L4–L5 Level 5 M3 L14–L16 Level 5 M4 L14–L15
B	draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks; and	Level 5 M4 L1–L2 Level 5 M4 L5–L17 Level 5 M4 L20–L26
C	connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.	
<b>5.4 Scientific investigation and reasoning.</b> The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to		
	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.	
<b>5.5 Matter and energy.</b> 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;	Level 5 M1 L1–L2 Level 5 M1 L13–L26
B	demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water; and	Level 5 M1 L1–L2 Level 5 M1 L13–L26
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.	Level 5 M1 L13–L14
<b>5.6 Force, motion, and energy.</b> 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;	Level 4 M1 L23–L24 Level 4 M2 L1–L3 Level 4 M3 L14–L19
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	Level 4 M2 L10 Level 4 M4 L3–L8 Level 4 M4 L26
D	design a simple experimental investigation that tests the effect of force on an object.	Level 3 M4 L19–L30 Level 4 M2 L8–L9 Level 4 M2 L24–L26
<b>5.7 Earth and space.</b> The student knows Earth’s surface is constantly changing and consists of useful resources. The student is expected to		
A	explore the processes that led to the formation of sedimentary rocks and fossil fuels; and	Level 4 M1 L1–L5 Level 4 M1 L19–L27
B	recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth’s surface by wind, water, or ice.	Level 4 M1 L6–L11 Level 4 M1 L25–L27
<b>5.8 Earth and space.</b> 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		
A	differentiate between weather and climate;	Level 5 M3 L1–L13 Level 5 M3 L24–L27
B	explain how the Sun and the ocean interact in the water cycle;	Level 5 M3 L6–L8
C	demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky; and	Level 5 M4 L1–L2 Level 5 M4 L5–L17 Level 5 M4 L20–L26
D	identify and compare the physical characteristics of the Sun, Earth, and Moon.	
<b>5.9 Organisms and environments.</b> 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;	Level 5 M2 L1–L2 Level 5 M2 L14

		Level 5 M2 L19
B	describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers;	Level 5 M2 L1–L14 Level 5 M2 L24–L26
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	Level 5 M2 L19–L20
D	identify fossils as evidence of past living organisms and the nature of the environments at the time using models.	Level 3 M2 L1–L8 Level 3 M2 L26–L28
<b>5.10 Organisms and environments.</b> 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; and	Level 3 M2 L1–L2 Level 3 M2 L9–L12 Level 3 M2 L16–L19 Level 3 M2 L22–L28
B	differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle.	Level 3 M3 L1–L6 Level 3 M3 L14–L18 Level 3 M3 L26–L28