GLOBE Inquiry Skills	Kindergarten TEKS Link
1. Set up a new, appropriate problem/application	2(B) plan and conduct simple descriptive investigations.
2. Pose relevant questions and develop hypotheses	2(A) communicate findings about simple investigations.
3. Make and test predictions	
4. Observations and measurements are accurate and appropriate	4(B) make observations using tools including hand lenses, balances, cups, bowls, and computers. 2(C) gather information using simple equipment and tools to extend the senses.
5. Equipment is used properly with appropriate safety procedures	2(A) communicate findings about simple investigations.
6. Quality assurance procedures are employed (multiple, repeated readings; recalibration) and measurement errors are detected	
7. Specify measurements and variables	
8. Identify similarities and differences	
9. Explain reasons for differences	
10. Use appropriate mathematical procedures	
11. Infer patterns and trends	2(D) construct reasonable explanations using information
12. Explain data and relationships using evidence	
13. Collect and organize data	2(C) gather information using simple equipment and tools to extend the senses.
14. Use multiple forms to represent data	
15. Use models and simulations	
16. Communicate findings	2(E) communicate findings about simple investigations.

GLOBE ATMOSPHERE Science Concepts	Kindergarten Direct TEKS Link*	Kindergarten InDirect TEKS Link*
1. The atmosphere has observable and/or measurable characteristics.	6(A) sort organisms and objects into groups according to their parts and describe how the groups are formed 7(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement 4(A) identify and use senses as tools of observation 5(A) describe properties of objects and characteristics of organisms	
2. Clouds can be categorized by observable features.	6(A) sort organisms and objects into groups according to their parts and describe how the groups are formed 7(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement 4(A) identify and use senses as tools of observation 5(A) describe properties of objects and characteristics of organisms	
3. Cloud cover and wind can affect atmospheric measurements.	2(C) gather information using simple equipment and tools to extend the senses 4(B) make observations using tools including hand lenses, balances, cups, bowls, and computers	
4. Cloud types can be associated with certain weather patterns and used to predict the weather.	5(B) observe and identify patterns including seasons, growth, and day and night and predict what happens next	
5. pH is a characteristic property that can be measured.	2(C) gather information using simple equipment and tools to extend the senses 4(B) make observations using tools including hand lenses, balances, cups, bowls, and computers 5(A) describe properties of objects and characteristics of organisms	
6. Heat energy transfers through radiation, conduction, and convection.		
7. Substances transfer heat energy at different rates.		

Direct Link = Students have the opportunity to practice this TEKS when they participate in GLOBE Student Activities that provide opportunities to learn this GLOBE concept.
InDirect Link = Students have the opportunity to practice this TEKS IF the teacher provides additional scaffolding during GLOBE Student Activities that provide opportunities to learn this GLOBE concept.

GLOBE ATMOSPHERE Science Concepts	Kindergarten Direct TEKS Link*	Kindergarten InDirect TEKS Link*
8. Some materials are good conductors of heat energy; some are good insulators of heat energy.		
9. The transfer of heat energy affects temperature.	7(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement 7(B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature	
10. Substances expand and contract as the temperature changes.		7(B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature
11. Classification helps to organize and understand the natural world.	6(A) sort organisms and objects into groups according to their parts and describe how the groups are formed 5(A) describe properties of objects and characteristics of organisms	8(B) group organisms and objects as living or nonliving
Enrichment Concepts	Kindergarten Direct TEKS Link*	Kindergarten InDirect TEKS Link*
1. Water has the unique property of expansion when changing from a liquid to a solid state.		7(B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature

Direct Link = Students have the opportunity to practice this TEKS when they participate in GLOBE Student Activities that provide opportunities to learn this GLOBE concept.
InDirect Link = Students have the opportunity to practice this TEKS IF the teacher provides additional scaffolding during GLOBE Student Activities that provide opportunities to learn this GLOBE concept.

GLOBE HYDROLOGY Science Concepts	Kindergarten Direct TEKS Link*	Kindergarten InDirect TEKS Link*
1. Surface water exists in many forms and has observable and/or measurable characteristics.	4(A) identify and use senses as tools of observation 5(A) describe properties of objects and characteristics of organisms 7(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement 10(A) observe and describe properties of rocks, soil, and water	
2. Surface water characteristics are related to the characteristics of the surrounding environment.		10(A) observe and describe properties of rocks, soil, and water
3. A watershed guides water to a common watercourse.		
4. Watershed characteristics are related to the physical features of the land.		10(A) observe and describe properties of rocks, soil, and water
5. The physical environment affects an organism's response patterns; organisms adapt and survive, move, or die.	9(C) identify ways that the Earth can provide resources for life	
6. pH is a characteristic property that can be measured.	2(C) gather information using simple equipment and tools to extend the senses 4(B) make observations using tools including hand lenses, balances, cups, bowls, and computers	
7. Classification helps to organize and understand the natural world.	6(A) sort organisms and objects into groups according to their parts and describe how the groups are formed	
Enrichment Concepts	Kindergarten Direct TEKS Link*	Kindergarten InDirect TEKS Link*
1. Macro-invertebrates are sensitive indicators of water quality.		
2. Topographical maps provide 3-dimensional information about the land.		

Direct Link = Students have the opportunity to practice this TEKS when they participate in GLOBE Student Activities that provide opportunities to learn this GLOBE concept.
InDirect Link = Students have the opportunity to practice this TEKS IF the teacher provides additional scaffolding during GLOBE Student Activities that provide opportunities to learn this GLOBE concept.

GLOBE SOILS Science Concepts	Kindergarten Direct TEKS Link*	Kindergarten InDirect TEKS Link*
1. Soil has observable and/or measurable properties that change with time and location.	7(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement 10(A) observe and describe properties of rocks, soil, and water 2(C) gather information using simple equipment and tools to extend the senses 4(B) make observations using tools including hand lenses, balances, cups, bowls, and computers 5(A) describe properties of objects and characteristics of organisms	
2. The interaction of organisms, climate, parent material, topography, and time affect soil properties.		
3. Soil acts as an insulating layer, creating a measurable temperature gradient.	2(C) gather information using simple equipment and tools to extend the senses 4(B) make observations using tools including hand lenses, balances, cups, bowls, and computers	7(B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature
4. Environmental conditions affect the rate of decomposition in soil.		
5. The chemical and physical properties of soils make different soils useful in different ways.	10(B) give examples of ways that rocks, soil, and water are useful	
6. pH is a characteristic property that can be measured.	2(C) gather information using simple equipment and tools to extend the senses 4(B) make observations using tools including hand lenses, balances, cups, bowls, and computers	
7. Classification helps to organize and understand the natural world.	6(A) sort organisms and objects into groups according to their parts and describe how the groups are formed	

Direct Link = Students have the opportunity to practice this TEKS when they participate in GLOBE Student Activities that provide opportunities to learn this GLOBE concept.
InDirect Link = Students have the opportunity to practice this TEKS IF the teacher provides additional scaffolding during GLOBE Student Activities that provide opportunities to learn this GLOBE concept.

Soils Enrichment Concepts:	Kindergarten Direct TEKS Link*	Kindergarten InDirect TEKS Link*
1. There are 12 soil textures representing different amounts of sand-, silt-, and clay-sized particles.	10(A) observe and describe properties of rocks, soil, and water 4(A) identify and use senses as tools of observation	
2. A soil profile can be classified according to its properties, such as horizon, color, structure, consistency, texture, root and rock distribution, density, pH, carbonates, and fertility.	2(C) gather information using simple equipment and tools to extend the senses 4(B) make observations using tools including hand lenses, balances, cups, bowls, and computers	
3. Infiltration is the rate at which water flows into the ground; the rate changes depending on the level of soil saturation, soil texture and structure, and land cover.		

Direct Link = Students have the opportunity to practice this TEKS when they participate in GLOBE Student Activities that provide opportunities to learn this GLOBE concept.
InDirect Link = Students have the opportunity to practice this TEKS IF the teacher provides additional scaffolding during GLOBE Student Activities that provide opportunities to learn this GLOBE concept.

GLOBE LAND COVER Science Concepts	Kindergarten Direct TEKS Link*
1. A GLOBE Study Site has observable and/or measurable characteristics.	2(C) gather information using simple equipment and tools to extend the senses 4(B) make observations using tools including hand lenses, balances, cups, bowls, and computers 4(A) identify and use senses as tools of observation 5(A) describe properties of objects and characteristics of organisms 7(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement
2. A GLOBE Study Site represents a system with boundaries, and is a subset of the earth system.	
3. Earth's land surface is covered by a variety of naturally occurring vegetated ecosystems.	
4. The physical environment affects an organism's response patterns; organisms adapt and survive, move, or die.	9(C) identify ways that the Earth can provide resources for life
5. The magnetic needle of a compass is attracted to Earth's Magnetic North and to some metal objects that are nearby.	
6. Classification helps to organize and understand the natural world.	6(A) sort organisms and objects into groups according to their parts and describe how the groups are formed
LAND COVER Enrichment Concepts	Kindergarten Direct TEKS Link*
1. Remote sensing is a technique used to create visual representations of data.	
2. Image display is accomplished by conversion of stored data to a user-defined coded scheme and creating an image based on differences in measurement.	
3. Student remote sensing involves observations made without the use of touch (i.e., using eyes, ears, nose and skin surface).	

Direct Link = Students have the opportunity to practice this TEKS when they participate in GLOBE Student Activities that provide opportunities to learn this GLOBE concept.
InDirect Link = Students have the opportunity to practice this TEKS IF the teacher provides additional scaffolding during GLOBE Student Activities that provide opportunities to learn this GLOBE concept.

GLOBE Seasons Science Concepts	Kindergarten Direct TEKS Link*
1. Seasonal changes can be observed.	7(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement 7(C) observe and record weather changes from day to day and over seasons 4(A) identify and use senses as tools of observation
2. Seasonal changes follow an annual cycle. The magnitude of these changes varies from year to year.	
3. Seasonal patterns differ based on geographic location.	
4. Earth has many climate zones.	
5. Classification helps to organize and understand the natural world.	6(A) sort organisms and objects into groups according to their parts and describe how the groups are formed 5(A) describe properties of objects and characteristics of organisms
Seasons Enrichment Concepts	Kindergarten Direct TEKS Link*
1. Bud-break is the period when leaf buds appear and grow.	
2. Senescence is the period when actively growing plant material dies.	

GLOBE GPS Science Concepts	NO Kindergarten TEKS Links

Direct Link = Students have the opportunity to practice this TEKS when they participate in GLOBE Student Activities that provide opportunities to learn this GLOBE concept.
InDirect Link = Students have the opportunity to practice this TEKS IF the teacher provides additional scaffolding during GLOBE Student Activities that provide opportunities to learn this GLOBE concept.