| Grade 5 Science<br>TEKS - Student Objectives | Suggested Time Ranges |
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| **Note: The suggested time ranges reflect weekly science instruction expressed in total time across the six weeks period.** | |
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| **First Six Weeks** | |
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| **S 5.1(A) The student will demonstrate safe practices during field and laboratory investigations.**<br>**S 5.2(A) The student will plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology** (Scientific Method)**.**<br>**S 5.4(A) The student will collect and analyze information using tools including safety goggles.**<br>S 5.4(B) The student will demonstrate that repeated investigations may increase the reliability of results.<br>H 5.5(E) The student will demonstrate strategies for preventing and responding to deliberate and accidental injuries.<br>H 5.8(C) The student will describe how a safe school environment relates to a healthy community.<br>H 5.5(H) The student will describe the value of seeking advice from parents and educational personnel about unsafe behaviors. | Introduction at this time 1 - 2 days continue throughout the year |
| **S 5.6(C) The student will compare and contrast the life cycles of plants.**<br>**TEKS: The student will describe and compare life cycles of plants and animals.**<br>**S 5.11(A) The student will plan and implement an experimental investigation to determine the actions that are required for change in growth to be measurable.**<br>**TEKS The student will identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.**<br>**S 5.2(B) The student will collect information by observing and measuring.**<br>**S 5.4(A) The student will collect and analyze information using tools including: rulers, balances, and meter sticks.** | 4 - 5 days **DSM/FOSS** |
| **S 5.10(A) The student will examine and describe traits that are inherited from parent to offspring in plants.**<br>**TEKS The student will identify traits that are inherited from parent to offspring in plants and animals.** | 1 – 2 days |
| **S 5.11(B) The student will examine data and draw conclusions about "what happened before" including from tree-growth rings.** | 1 - 2 days |

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| **S 5.5(A) The student will examine and describe some cycles, structures, and processes that are found in simple systems.** (plants)<br>**TEKS: The student will describe some cycles, structures, and processes that are found in a simple system.**<br>**S 5.5(B) The student will analyze interactions that occur in a simple system. (Plants: energy exchange)**<br>**TEKS: The student will describe some interactions that occur in a simple system.**<br>**S 5.4(A) The student will collect and analyze information using tools including computers and compasses.** | 3 - 4 days<br>**FOSS** |
| **S 5.6(B) The student will research and diagram the significance of the carbon and nitrogen cycles and identify the significance of each.**<br>**TEKS: The student will identify the significance of the water, carbon, and nitrogen cycles.**<br>H 5.9(C) The student will utilize critical thinking skills in decision making and problem solving. | 1 - 2 days |
| **S 5.6(B) The student will research and diagram the water cycle and state the significance of each stage of the water cycle.**<br>**TEKS: The student will identify the significance of the water, carbon, and nitrogen cycles.** | 1 – 2 days |
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| **Second Six Weeks** | |
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| **S 5.6(C) The student will compare and contrast the life cycles of animals (examples: the Eastern Brown Pelican. Attwater's Prairie Chicken, life cycle of a chicken, endangered species)**<br>**TEKS: The student will describe and compare life cycles of plants and animals.**<br>H 5.2 (A) The student will describe the structure, functions, and interdependence of major body systems. | 4 - 5 days<br>**FOSS** |
| **S 5.9(A) The student will compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem. (Animals)** | 1 - 2 days<br>**FOSS** |
| **S 5.9(C) The student will predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem.** | 1 - 2 days |
| **S 5.9(B) The student will analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem. (Food web)**<br>**S 5.3(A) The student will analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.** | 1 - 2 days<br>**FOSS**<br>**DSM** |
| **S 5.10(A) The student will examine and describe traits that are inherited from parent to offspring in animals.**<br>**TEKS: The student will identify traits that are inherited from parent to offspring in plants and animals.** | 1 – 2 days |
| **S 5.10(B) The student will generate a list of examples of learned characteristics that result from the influence of the environment.** | 1 – 2 days |

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| **S 5.12(A) The student will explain how land forms are the result of a combination of constructive and destructive forces including deposition of sediment and weathering.**<br>**TEKS: The student will interpret how land forms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering.**<br>**S 5.3(C) The student will represent the natural world using models and identify their limitations.** | 3 – 4 days<br>**DSM** |
| **S 5.11(B) The student will examine data and draw conclusions about "what happened before" including the rock cycle and sedimentary rock sequences.**<br>**TEKS: The student will draw conclusions about "what happened before" using data such as from tree-growth rings and sedimentary rock sequences.** | 2 days<br>**DSM** |
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| **Third Six Weeks** | |
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| **S 5.11(A) The student will plan and implement an experimental investigation to determine the actions that are required for change in erosion and weathering to be measurable.**<br>**TEKS: The student will identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.** | 3 - 4 days<br>**DSM** |
| **S 5.11(A) The student will plan and implement an experimental investigation to determine the actions that are required for changes in flow to be measurable.**<br>**S 5.4(A) The student will collect and analyze information using tools including timing devices and collecting nets.**<br>**S 5.2(E) The student will construct simple maps using tools including computers to organize, examine, and evaluate information.** | 3 - 4 days<br>**DSM** |
| S 5.12(B) The student will analyze and describe processes responsible for the formation of coal, oil, gas, and minerals.<br>TEKS: The student will describe processes responsible for the formation of coal, oil, gas, and minerals.<br>S 5.1(B) The student will make wise choices in the use and conservation of resources and the disposal or recycling of materials. | 4 - 5 days<br>**DSM** |
| **S 5.11(C) The student will research to discover past events that led to the formation of Earth's renewable, non-renewable, and inexhaustible resources.**<br>**TEKS: The student will identify past events that led to the formation of the Earth's renewable, non-renewable, and inexhaustible resources.** | 2 – 3 days |
| **S 5.3(B) The student will draw inferences based on information related to promotional materials for products and services.**<br>**S 5.2(D) The student will communicate valid conclusions.**<br>H 5.1 (A) The student will examine and analyze food labels and menus for nutritional content. | 1 – 2 days |
| H 5.1 (B) The student will apply information from the food guide pyramid to making healthy food choices.<br>H 5.1 (C) The student will identify foods that are sources of one or more of the six major nutrients. | 1 – 2 days |

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| H 5.7 (A) The student will research the effect of media on health-promoting behaviors.<br>H 5.7 (B) The student will identify the use of health-related technology in the school such as audiometry and the Internet.<br>T 9(A) The student will use software features, such as on-line help, to evaluate work progress.<br>T 6(B) The student will determine the success of strategies used to acquire electronic information. | 1 – 2 days |
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| **Fourth Six Weeks** | |
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| **S 5.8(A) The student will differentiate among forms of energy including light, heat, electricity, and solar.**<br>S 5.3(D) The student will evaluate the impact of research on scientific thought, society, and the environment. | 1 – 2 days |
| **S 5.7(A) The student will plan and implement an experimental investigation to classify matter based on ability to conduct electricity or insulate heat.**<br>**TEKS: The student will classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.** | 2 - 3 days<br>**FOSS** |
| **S 5.8(C) The student will plan and implement an experimental investigation to demonstrate that electricity can flow in a circuit and can produce heat, light, sound, and magnetic effects.**<br>**TEKS: The student will demonstrate that electricity can flow in a circuit and can produce heat, light, sound, and magnetic effects.**<br>S 5.4(B) The student will demonstrate that repeated investigations may increase the reliability of results. | 2 - 3 days<br>**FOSS** |
| **S 5.7(A) The student will plan and implement an experimental investigation to classify matter based on the ability to conduct sound.**<br>**TEKS: The student will classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.**<br>**S 5.8(D) The student will verify that vibrating an object can produce sound.**<br>**S 5.4(A) The student will collect and analyze information using tools including sound recorders.** | 1 - 2 days<br>**FOSS** |
| **S 5.8(B) The student will differentiate between reflected and refracted light.**<br>**TEKS: The student will identify and demonstrate everyday examples of how light is reflected, such as from tinted windows, and refracted, such as in cameras, telescopes, and eyeglasses.** | 1 – 2 days |
| **S 5.7(A) The student will plan and implement an experimental investigation to classify matter based on its magnetism.**<br>**TEKS: The student will classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.**<br>**S 5.4(A) The student will collect and analyze information using tools including magnets.** | 3 – 4 days<br>**FOSS** |

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| H 5.5 (A) The student will describe the use and abuse of prescription and non-prescription medications such as over-the-counter.<br>H 5.5 (B) The student will compare and contrast the effects of medications and street drugs.<br>H 5.5(C) The student will analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences.<br>H 5.5(D) The student will identify and describe alternatives to drug and substance use.<br>H 5.5(F) The student will explain strategies for avoiding violence, gangs, weapons, and drugs.<br>H 5.5(I) The student will explain the impact of neglect and abuse. | 1 – 2 days |
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| **Fifth Six Weeks** | |
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| **S 5.7(A) The student will plan and implement an experimental investigation to classify matter based on its physical state.**<br>**TEKS: The student will classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.**<br>**S 5.2(C) The student will analyze and interpret information to construct reasonable explanations from direct and indirect evidence.**<br>S 5.2(E) The student will construct simple tables using tools including computers to organize, examine, and evaluate information. | 1 – 2 days |
| **S 5.7(B) The student will plan and implement an experimental investigation to demonstrate that some mixtures maintain physical properties of their ingredients.**<br>**TEKS: The student will demonstrate that some mixtures maintain the physical properties of their ingredients.**<br>**S 5.7(C) The student will plan and implement an experimental investigation to describe changes that can occur in the physical properties of the ingredients of solutions.**<br>**TEKS: The student will identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving sugar in water.**<br>**5.4(A) The student will collect and analyze information using tools including hand lenses and microscopes.**<br>S 5.2(E) The student will construct simple graphs using tools including computers to organize, examine, and evaluate information.<br>**S 5.11(A) The student will investigate and determine the actions that are required for changes in dissolving to be measurable.**<br>**TEKS: The student will identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.** | 4 – 5 days<br>**DSM** |
| **S 5.7(D) The student will observe, measure, and record characteristic properties of substances that remain constant.**<br>**TEKS: The student will observe and measure characteristic properties of substances that remain constant such as boiling points and melting points.** | 1 - 2 days |

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| **S 5.12(C) The student will compare and contrast physical characteristics of Earth and Moon.**<br>**TEKS: The student will identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon.**<br>S 5.2(E) The student will construct simple charts using tools including computers to organize, examine, and evaluate information.<br>S 5.12(D) The student will examine and describe the role of gravity as the force that keeps planets in orbit around the Sun, and the Moon in orbit around Earth.<br>**S 5.6(A) The student will identify and describe changes that occur on a regular basis including the lunar cycle.**<br>**TEKS: The student will identify events and describe changes that occur on a regular basis such as in daily, weekly, lunar, and seasonal cycles.**<br>S 5.4(A) The student will collect and analyze information using tools including cameras. | 5 – 7 days<br>**DSM** |
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| **Sixth Six Weeks** | |
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| LS The student will identify characteristics of objects in our solar system including the Sun, planets, and moons. S6.13(A) | 6-8 days |
| H 5.3 (A) The student will describe methods of accessing health information.<br>H 5.4 (C) The student will distinguish between myth and fact related to disease and disease prevention.<br>H 5.4 (E) The student will explain how to manage common minor illnesses such as colds and skin infections.<br>H 5.4 (D) The student will list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold.<br>H 5.4(D) The student will relate the importance of immunizations in disease prevention. | 4 – 5 days |
| H 5.3 (B) The student will demonstrate ways to communicate health information such as posters, videos, and brochures.<br>H 5.9 (A) The student will describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor. | 4-5 days |
| S 5.3(E) The student will describe the contributions of famous inventors and scientists including Thomas Edison and Benjamin Franklin.<br>S 5.24(A) The student will describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan. | 6-8 days |

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