



1 <sup>st</sup> Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1	<b>Introduction to Science Investigations and Safety</b>	Understand and explain Safety & Scientific Tools Define and explain the Scientific Method	(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: 5(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums; and 5(B) use safety equipment, including safety goggles and gloves
2	<b>Physical Science</b> <i>Chapter 14</i> <b>Classifying Matter &amp; Properties of Matter (Mixture)</b>	Identify the difference between mixtures and solutions. <ul style="list-style-type: none"> <li>• Explore and recognize that substances combine to make mixtures</li> <li>• Compare a variety of mixtures a solution</li> <li>• Demonstrate that mixtures maintain physical properties of their ingredients. (iron filings and sand)</li> <li>• Identify changes that can occur in the physical properties of a solution. (dissolving in water or adding lemon juice in water)</li> </ul>	(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 physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy; Readiness Standard (B) identify the boiling and freezing/melting points of water on the Celsius scale; Supporting Standard
3	<b>Continue Classifying Matter &amp; Properties of Matter</b>	<ul style="list-style-type: none"> <li>• Identify the difference between mixtures and solutions.</li> <li>• Explore and recognize that substances combine to make mixtures</li> <li>• Compare a variety of mixtures a solution</li> <li>• Demonstrate that mixtures maintain physical properties of their ingredients. (iron filings and sand)</li> <li>• Identify changes that can occur in the physical properties of a solution. (dissolving in water or adding lemon juice in water)</li> </ul>	(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 physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy; Readiness Standard (B) identify the boiling and freezing/melting points of water on the Celsius scale; Supporting Standard



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4	<b>Physical Science</b> <i>Chapter 15 and 16</i>  <b>Energy and Electricity</b>	<ul style="list-style-type: none"> <li>• Create a circuit</li> <li>• Differentiate conductors and insulators</li> <li>• Explore an electromagnetic field</li> <li>• Demonstrate the flow of electricity in circuits</li> </ul>	(5.6) 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; Readiness Standard  (B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound; Readiness Standard
5	<b>Continue Uses of Energy &amp; Circuits and Electricity</b>	<ul style="list-style-type: none"> <li>• Create a circuit</li> <li>• Differentiate conductors and insulators</li> <li>• Explore an electromagnetic field</li> <li>• Demonstrate the flow of electricity in circuits</li> </ul>	(5.6) 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; Readiness Standard  (B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound; Readiness Standard
6	<b>Continue Uses of Energy &amp; Circuits and Electricity</b>	<ul style="list-style-type: none"> <li>• Create a circuit</li> <li>• Differentiate conductors and insulators</li> <li>• Explore an electromagnetic field</li> <li>• Demonstrate the flow of electricity in circuits</li> </ul>	(5.6) 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; Readiness Standard  (B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound; Readiness Standard



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7	<b>Physical Science</b> <i>Chapter 17</i>  <b>Light and Sound</b>	<ul style="list-style-type: none"> <li>• Demonstrate that light travels in a straight line until it strikes an object or travels through another medium</li> <li>• Demonstrate that light can be reflected</li> <li>• Demonstrate that light can be refracted</li> </ul>	(5.6) 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:  (C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water; and Readiness Standard
8	<b>Physical Science</b> <i>Chapter 18 and 19</i>  <b>Forces and Motion</b>	<ul style="list-style-type: none"> <li>• Recognize the effects of force on different objects.</li> <li>• Identify the difference between kinetic and potential energy.</li> <li>• Determine the differences in the different forms of energy. (Mechanical, light, thermal, electrical, and sound energy.)</li> <li>• Identify different real-life examples for different forms of energy.</li> <li>• Participate in all investigations with peers.</li> <li>• Design an experiment that test the effect of force on an object</li> </ul>	5.6) 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:  (D) Design an experiment that tests the effect of force on an object. Supporting Standard
9	<b>Continues Forces and Motion</b>	<ul style="list-style-type: none"> <li>• Recognize the effects of force on different objects.</li> <li>• Identify the difference between kinetic and potential energy.</li> <li>• Determine the differences in the different forms of energy. (Mechanical, light, thermal, electrical, and sound energy.)</li> <li>• Identify different real-life examples for different forms of energy.</li> <li>• Participate in all investigations with peers.</li> <li>• Design an experiment that test the effect of force on an object</li> </ul>	5.6) 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:  (D) Design an experiment that tests the effect of force on an object. Supporting Standard



2nd Quarter			
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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1	<b>Continues Forces and Motion</b>	<ul style="list-style-type: none"> <li>Recognize the effects of force on different objects.</li> <li>Identify the difference between kinetic and potential energy.</li> <li>Determine the differences in the different forms of energy. (Mechanical, light, thermal, electrical, and sound energy.)</li> <li>Identify different real-life examples for different forms of energy.</li> <li>Participate in all investigations with peers.</li> <li>Design an experiment that test the effect of force on an object</li> </ul>	5.6) 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:  (D) Design an experiment that tests the effect of force on an object. Supporting Standard
2	<b>Earth Science</b> <i>Chapter 7 and 8</i>  <b>The Rock Cycle and Fossils</b>	<ul style="list-style-type: none"> <li>Determine forces of erosion.</li> <li>Recognize fossil evidence.</li> <li>Compare fossil created by an animal and plant.</li> <li>Identify fossils as evidence of past living organisms.</li> <li>Participate in all investigations with peers</li> </ul>	(5.7) Earth and space. 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; Readiness Standard
3	<b>Continue The Rock Cycle and Fossils</b>	<ul style="list-style-type: none"> <li>Determine forces of erosion.</li> <li>Recognize fossil evidence.</li> <li>Compare fossil created by an animal and plant.</li> <li>Identify fossils as evidence of past living organisms.</li> <li>Participate in all investigations with peers.</li> </ul>	(5.7) Earth and space. 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; Readiness Standard
4	<b>Continue The Rock Cycle and Fossils</b>	<ul style="list-style-type: none"> <li>Determine forces of erosion.</li> <li>Recognize fossil evidence.</li> <li>Compare fossil created by an animal and plant.</li> <li>Identify fossils as evidence of past living organisms.</li> <li>Participate in all investigations with peers.</li> </ul>	(5.7) Earth and space. 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; Readiness Standard



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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
5	<b>Earth Science</b> <i>Chapter 9 and 10</i>  <b>Changes to Earth's Surface and Using Resources (Alternative Energy)</b>	<ul style="list-style-type: none"> <li>Determine forces of erosion.</li> <li>Recognize fossil evidence.</li> <li>Compare fossil created by an animal and plant.</li> <li>Identify fossils as evidence of past living organisms.</li> <li>Participate in all investigations with peers.</li> </ul>	(5.7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to: (B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice; Readiness Standard
6	<b>Continue Changes to Earth's Surface and Using Resources (Alternative Energy)</b>	<ul style="list-style-type: none"> <li>Identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels</li> <li>Make informed choices in the conservation, disposal, and recycling of materials.</li> </ul>	(5.7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to: (C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels; and Readiness Standard
7	<b>Continue Alternative Energy &amp; What Happened Before</b>	<ul style="list-style-type: none"> <li>Identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels</li> <li>Make informed choices in the conservation, disposal, and recycling of materials.</li> </ul>	(5.7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to: (C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels; and Readiness Standard (D) Identify fossils as evidence of past living organisms and the nature of the environments at the time using models. Supporting Standard
8	<b>Earth Surface</b> <i>Chapter 11 and 12</i>  <b>Weather and the Water Cycle</b>	<ul style="list-style-type: none"> <li>Differentiate between weather and climate</li> <li>Compare weather conditions in different locations</li> <li>Measure and record changes in weather</li> <li>Make predictions using weather maps, weather symbols, and a map key</li> <li>Compare climates of regions in the United States.</li> <li>Explain how the Sun and the ocean interact in the water cycle</li> <li>Describe the sun as a provider of heat and light energy for the water cycle</li> <li>Describe and illustrate the continuous movement of water through the water cycle</li> <li>Explain the role of the Sun and Ocean in the water cycle</li> </ul>	5.8) Earth and space. 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; Supporting Standard  (B) explain how the Sun and the ocean interact in the water cycle; Supporting Standard



3rd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1	<b>Earth Surface</b>  <b>Weather and the Water Cycle</b>	<ul style="list-style-type: none"> <li>Differentiate between weather and climate</li> <li>Compare weather conditions in different locations</li> <li>Measure and record changes in weather</li> <li>Make predictions using weather maps, weather symbols, and a map key</li> <li>Compare climates of regions in the United States.</li> <li>Explain how the Sun and the ocean interact in the water cycle                             <ul style="list-style-type: none"> <li>Describe the sun as a provider of heat and light energy for the water cycle</li> <li>Describe and illustrate the continuous movement of water through the water cycle</li> </ul> </li> <li>Explain the role of the Sun and Ocean in the water cycle</li> </ul>	(5.8) Earth and space. 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; Supporting Standard  (B) explain how the Sun and the ocean interact in the water cycle; Supporting Standard
2	<b>Continue Earth Surface</b> <i>Chapter 11 and 12</i>  <b>Weather and the Water Cycle</b>	<ul style="list-style-type: none"> <li>Differentiate between weather and climate</li> <li>Compare weather conditions in different locations</li> <li>Measure and record changes in weather</li> <li>Make predictions using weather maps, weather symbols, and a map key</li> <li>Compare climates of regions in the United States.</li> <li>Explain how the Sun and the ocean interact in the water cycle                             <ul style="list-style-type: none"> <li>Describe the sun as a provider of heat and light energy for the water cycle</li> <li>Describe and illustrate the continuous movement of water through the water cycle</li> </ul> </li> <li>Explain the role of the Sun and Ocean in the water cycle</li> </ul>	(5.8) Earth and space. 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; Supporting Standard (B) explain how the Sun and the ocean interact in the water cycle; Supporting Standard
3	<b>Earth Science</b> <i>Chapter 13</i>  <b>Earth, Moon and Beyond</b>	<ul style="list-style-type: none"> <li>Identify characteristics of the sun, moon and earth</li> <li>Compare the moon and earth</li> <li>Identify the phases of the moon</li> <li>Participate in all investigations with peers.</li> <li>Identify the planets in the solar system</li> </ul>	(5.8) Earth and space. 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: (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 Readiness Standard (D) Identify and compare the physical characteristics of the Sun, Earth, and Moon. Supporting Standard



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4	<p><b>Continue Earth's Moon and Beyond</b></p> <p><b>***SCIENCE FAIR***</b></p>	<ul style="list-style-type: none"> <li>• Identify characteristics of the sun, moon and earth</li> <li>• Compare the moon and earth</li> <li>• Identify the phases of the moon</li> <li>• Participate in all investigations with peers.</li> <li>• Identify the planets in the solar system</li> </ul>	<p>(5.8) Earth and space. 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:</p> <p>(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 Readiness Standard</p> <p>(D) Identify and compare the physical characteristics of the Sun, Earth, and Moon. Supporting Standard</p>
5	<p><b>Life Science</b> <i>Chapter 3 and 4</i></p> <p><b>Planet and Animal Growth (Metamorphosis)</b></p>	<ul style="list-style-type: none"> <li>• Compare the structures and functions of different species.</li> <li>• Describe the differences between complete and incomplete metamorphosis of insects.</li> </ul>	<p>(5.10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:</p> <p>(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals; Readiness Standard</p> <p>(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; and Readiness Standard</p> <p>(C) Describe the differences between complete and incomplete metamorphosis of insects. Supporting Standard</p>
6	<p><b>Continue Plant and Animal Growth (Metamorphosis)</b></p>	<ul style="list-style-type: none"> <li>• Compare the structures and functions of different species.</li> </ul>	<p>(5.10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:</p>



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		<ul style="list-style-type: none"> <li>Describe the differences between complete and incomplete metamorphosis of insects</li> </ul>	<p>(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals; Readiness Standard</p> <p>(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 Readiness Standard</p> <p>(C) Describe the differences between complete and incomplete metamorphosis of insects. Supporting Standard</p>
7	<b>Continue Plant and Animal Growth (Metamorphosis)</b>	<ul style="list-style-type: none"> <li>Compare the structures and functions of different species.</li> <li>Describe the differences between complete and incomplete metamorphosis of insects.</li> </ul>	<p>5.10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:</p> <p>(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals; Readiness Standard</p> <p>(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 Readiness Standard</p> <p>(C) Describe the differences between complete and incomplete metamorphosis of insects. Supporting Standard</p>



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8	<p><b>Life Science</b> <i>Chapter 5 and 6</i></p> <p><b>Energy and Ecosystems</b> <b>Ecosystems and Changes</b> <b>(Adaptation and Food web)</b></p>	<ul style="list-style-type: none"> <li>• Identify plants and animals that live in particular environments.</li> <li>• Identify ways organisms live in their environment</li> <li>• Describe ways organisms survive in their environment</li> <li>• Identify effects of changes in an ecosystem</li> <li>• Describe a food chain and food web</li> <li>• Describe the carbon dioxide cycle</li> <li>• Describe how the carbon dioxide cycle helps plants and animals survive.</li> </ul>	<p>(5.9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:</p> <p>(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements; Readiness Standard</p> <p>(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers; Readiness Standard</p> <p>(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 Supporting Standard</p>
9	<p><b>Continue</b></p> <p><b>Energy and Ecosystems</b> <b>Ecosystems and Changes</b> <b>(Adaptation and Food web)</b></p>	<ul style="list-style-type: none"> <li>• Identify plants and animals that live in particular environments.</li> <li>• Identify ways organisms live in their environment</li> <li>• Describe ways organisms survive in their environment</li> <li>• Identify effects of changes in an ecosystem</li> <li>• Describe a food chain and food web</li> <li>• Describe the carbon dioxide cycle</li> <li>• Describe how the carbon dioxide cycle helps plants and animals survive.</li> </ul>	<p>(5.9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:</p> <p>(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements; Readiness Standard</p> <p>(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers; Readiness Standard</p> <p>(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 Supporting Standard</p>



4th Quarter			
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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1	<p><b>Continue`</b>  <b>Energy and Ecosystems</b>  <b>Ecosystems and Changes</b>  <b>(Adaptation and Food web)</b></p>	<ul style="list-style-type: none"> <li>• Identify plants and animals that live in particular environments.</li> <li>• Identify ways organisms live in their environment</li> <li>• Describe ways organisms survive in their environment</li> <li>• Identify effects of changes in an ecosystem</li> <li>• Describe a food chain and food web</li> <li>• Describe the carbon dioxide cycle</li> <li>• Describe how the carbon dioxide cycle helps plants and animals survive.</li> </ul>	<p>(5.9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:</p> <p>(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements;                      Readiness Standard</p> <p>(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers;                      Readiness Standard</p> <p>(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 Supporting Standard</p>
2	<p><b>Continue`</b>  <b>Energy and Ecosystems</b>  <b>Ecosystems and Changes</b>  <b>(Adaptation and Food web)</b></p>	<ul style="list-style-type: none"> <li>• Identify plants and animals that live in particular environments.</li> <li>• Identify ways organisms live in their environment</li> <li>• Describe ways organisms survive in their environment</li> <li>• Identify effects of changes in an ecosystem</li> <li>• Describe a food chain and food web</li> <li>• Describe the carbon dioxide cycle</li> <li>• Describe how the carbon dioxide cycle helps plants and animals survive.</li> </ul>	<p>(5.9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:</p> <p>(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements;                      Readiness Standard</p> <p>(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers;                      Readiness Standard</p> <p>(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 Supporting Standard</p>



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3	<b>Life Science</b> <i>Chapter 1 and 2</i>  <b>Cells to Body Systems and Classifying Living Things</b>	<ul style="list-style-type: none"> <li>•Use a microscope to observe different cell structures.</li> <li>•Identify the parts of plant and animal cells</li> <li>•Explain that multicellular organisms have different roles.</li> <li>•Describe how tissues form</li> <li>•Identify characteristics used classify a group of objects</li> <li>•Describe how vertebrates and invertebrates are classified, and identify members of each groups</li> </ul>	(5.10) Compare plant cell structures in various plant tissues. Explain that tissues form organs and that organs form organ systems.  (A)reaction time to make inferences about the signals the brain sends to the body has different interacting organ systems with different roles.  (B)the functions of the backbone  (C) why scientists classify living things and how they are classified
4	<b>Continue: Cells to Body Systems and Classifying Living Things</b>	<ul style="list-style-type: none"> <li>•Use a microscope to observe different cell structures.</li> <li>•Identify the parts of plant and animal cells</li> <li>•Explain that multicellular organisms have different roles.</li> <li>•Describe how tissues form</li> <li>•Identify characteristics used classify a group of objects</li> <li>•Describe how vertebrates and invertebrates are classified, and identify members of each groups</li> </ul>	5.10) Compare plant cell structures in various plant tissues. Explain that tissues form organs and that organs form organ systems.  (A)reaction time to make inferences about the signals the brain sends to the body has different interacting organ systems with different roles.  (B)the functions of the backbone  (C) why scientists classify living things and how they are classified
5	<b>Continue: Cells to Body Systems and Classifying Living Things</b>	<ul style="list-style-type: none"> <li>•Use a microscope to observe different cell structures.</li> <li>•Identify the parts of plant and animal cells</li> <li>•Explain that multicellular organisms have different roles.</li> <li>•Describe how tissues form</li> <li>•Identify characteristics used classify a group of objects</li> <li>•Describe how vertebrates and invertebrates are classified, and identify members of each groups</li> </ul>	5.10) Compare plant cell structures in various plant tissues. Explain that tissues form organs and that organs form organ systems.  (A)reaction time to make inferences about the signals the brain sends to the body has different interacting organ systems with different roles.  (B)the functions of the backbone  (C) why scientists classify living things and how they are classified



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6	<p><b>Review Physical Science</b> <i>Chapter 14</i></p> <p><b>Classifying Matter &amp; Properties of Matter (Mixture)</b></p>	<p>Identify the difference between mixtures and solutions.</p> <ul style="list-style-type: none"> <li>• Explore and recognize that substances combine to make mixtures</li> <li>• Compare a variety of mixtures a solution</li> <li>• Demonstrate that mixtures maintain physical properties of their ingredients. (iron filings and sand)</li> <li>• Identify changes that can occur in the physical properties of a solution. (dissolving in water or adding lemon juice in water)</li> </ul>	<p>(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:</p> <p>(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy; Readiness Standard</p> <p>(B) identify the boiling and freezing/melting points of water on the Celsius scale; Supporting Standard</p>
7	<p><b>Review Physical Science</b> <i>Chapter 15 and 16</i></p> <p><b>Energy and Electricity</b></p> <p><b>Uses of Energy &amp; Circuits and Electricity</b></p>	<ul style="list-style-type: none"> <li>• Create a circuit</li> <li>• Differentiate conductors and insulators</li> <li>• Explore an electromagnetic field</li> <li>• Demonstrate the flow of electricity in circuits</li> </ul>	<p>(5.6) 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:</p> <p>(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy; Readiness Standard</p> <p>(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound; Readiness Standard</p>
8	<p><b>Review Physical Science</b> <i>Chapter 17</i></p> <p><b>Light and Sound</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate that light travels in a straight line until it strikes an object or travels through another medium</li> <li>• Demonstrate that light can be reflected</li> <li>• Demonstrate that light can be refracted</li> </ul>	<p>(5.6) 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:</p> <p>(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water; and Readiness Standard</p>



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
9	<p><b>Review Physical Science</b> <i>Chapter 18 and 19</i></p> <p><b>Forces and Motion</b></p> <p><b>***STAAR***</b></p>	<ul style="list-style-type: none"> <li>• Recognize the effects of force on different objects.</li> <li>• Identify the difference between kinetic and potential energy.</li> <li>• Determine the differences in the different forms of energy. (Mechanical, light, thermal, electrical, and sound energy.)</li> <li>• Identify different real-life examples for different forms of energy.</li> <li>• Participate in all investigations with peers.</li>   <li>• Design an experiment that test the effect of force on an object</li> </ul>	<p>5.6) 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:</p> <p>(D) Design an experiment that tests the effect of force on an object.</p> <p>Supporting Standard</p>