



Grade 5 Science Scope and Sequence

PROFILE

Science is a way of knowing and experiencing the natural world. It is a social and intellectual endeavor that provides the foundation for lifelong informed decision-making, problem-solving, improved quality of life and technological advances. Learning science is an active process, and all students should have access to challenging, relevant, exciting, "hands-on," and content-rich science experiences.

OUR CURRICULUM

The Conroe Independent School District offers students a challenging science curriculum that utilizes inquiry and discovery models of instruction which provide opportunities for all students to participate and master science concepts. Students will experience the richness of science through hands-on laboratory and field investigations through inquiry and active experimentation. Emphasized science process skills include: observing, measuring, identifying, classifying, predicting, comparing, inferring, and drawing conclusions. Students will also develop a proficient use of technology through analyzing and collecting data for real world science applications. Our science curriculum is based on the Texas Essential Knowledge and Skills (TEKS) curriculum framework.

CURRICULUM & INSTRUCTION STAFF

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EXPECTATIONS

1. Tools of Science

The students will be able to gather, analyze, and interpret information using selected equipment and tools to extend the senses. *Graduated cylinders, beakers, calculators, microscopes, cameras, sound recorders, computers, hand lenses, metric rulers, thermometers, compasses, balances, hot plates, magnets, meter sticks, collection nets, timing devices and safety goggles are used in Grade 5 Science.*

2. Vocabulary

The student will build and expand vocabulary, through a print-rich environment, to increase fluency and understanding by incorporating scientific vocabulary into their everyday speaking, listening, and writing routines.

3. Content Integration

The student will read a variety of texts to analyze, review, and critique scientific explanations, hypotheses, and theories as to strengths and weaknesses, and draw inferences on promotional materials. The student will write to inform, describe, and classify using correct scientific vocabulary, scientific concepts, sentence structure, capitalization, punctuation, spelling, usage, and word order. The student will use a scientific journal to record data, thoughts, inspirations, scientific hypotheses, materials, procedures, and results including graphs and diagrams, and conclusions.

4. The student will...

- a. Demonstrate safe practices
- b. Plan and implement descriptive investigations – well-defined questions and formulated hypotheses
- c. Select and use equipment and technology
- d. Collect data through observation and measurement
- e. Demonstrate repeated investigations to increase reliability of results
- f. Organize, analyze, evaluate, make inferences, and predict trends from direct and indirect evidence
- g. Communicate valid conclusions
- h. Construct graphs, tables, maps, and charts to organize, examine, and evaluate data
- i. Connect science concepts with history and scientists



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TEKS CORRELATIONS

Some Student Expectations (SEs) have been correlated to other grade level TEKS objectives.

EXAMPLE

24. Identify and observe actions that require time for changes to be measurable including growth, erosion, dissolving, weathering, flow, and the effects of the oceans on land. (**TEKS 4.10A / TEKS 4.11B / TEKS 5.11A**)

These correlations have been directly linked to possible objectives on the Grade 5 Science TAKS test. In addition, the correlations identify the progression of concepts throughout the grade levels.

REVIEW & MAINTENANCE

Italicized Student Expectations (SEs) indicate that these are concepts students should be familiar with from previous grade level TEKS objectives.

EXAMPLE

23. *Test properties of soil including texture, capacity to retain water, and the ability to support life.* (**TEKS 4.11A**)

In an effort to reinforce previously taught concepts, it is critical that italicized Student Expectations (SEs) are addressed. Building prior knowledge will assist students in mastering new concepts.

TAKS TESTED OBJECTIVES

Student Expectations have been developed according to the Texas Essential Knowledge and Skills (TEKS). However, not all Science TEKS are tested on the Grade 5 Science TAKS Test. The Texas Education Agency (TEA) has denoted which TEKS could possibly be TAKS Tested Objectives.

Student Expectations denoted with an asterisk (*) are **NOT** possible TAKS Tested Objectives. These Student Expectations are not TAKS tested TEKS.

EXAMPLE

22. *Identify gravity as the force that keeps planets in orbit. (**TEKS 5.12D**)



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SCIENCE PROCESS SKILLS

Throughout the year, students will master certain required skills. These skills are important to a student's understanding of the nature of science. **The Science Process Skills are not designed to be taught in isolation.** They are to be embedded in each instructional unit and some should be practiced each time science is taught.

Science Process Skills are the same for every grade level (Grade K – Grade 5). At each grade level, however, the teacher is expected to approach the skill at the level appropriate for their students' age, grade, and cognitive development.

The student will:

1. Demonstrate safe and ethical practice in school, field, and home. **(TEKS 5.1A)**
2. Use and dispose of materials wisely, conserve and recycle materials and resources when possible. **(TEKS 5.1B)**
3. Plan and implement descriptive investigations. **(TEKS 5.2A)**
4. Isolate variables and conduct controlled experiments; repeat experiments to demonstrate that repetition increases reliability of results. **(TEKS 5.4B)**
5. Collect data by observing and measuring. **(TEKS 5.2B)**
6. Gather, analyze, and interpret information using selected equipment and tools to extend the senses, including graduated cylinders, beakers, calculators, microscopes, cameras, sound recorders, computers, hand lenses, metric rules, thermometers, magnets, balances, meter sticks, compasses, hot plates, clocks, timing devices, and safety goggles. **(TEKS 5.4A)**
7. Record data through graphic works including simple graphs, tables, maps, charts. **(TEKS 5.2E)**
8. Draw inferences, in particular with regards to the validity of advertising, and analyze information. **(TEKS 5.3B)**
9. Classify, analyze, and interpret direct and indirect evidence to make and justify decisions and construct reasonable explanations. **(TEKS 5.2C)**
10. Communicate problems, propose solutions, ask well-defined questions, record results, and conclusions in a student's own words. **(TEKS 5.2D)**
11. Analyze, review, and critique scientific explanations, hypotheses, and theories as to strengths and weaknesses using scientific evidence and information. **(TEKS 5.3A)**
12. Represent the natural world using models and identify their limitations. **(TEKS 5.3C)**
13. Evaluate the impact of research on scientific thought, society, and the environment. **(TEKS 5.3D)**
14. Connect grade level science concepts with the history of science and contributions of scientists. **(TEKS 5.3E)**



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FIRST NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

VOCABULARY				STUDENT EXPECTATIONS (SEs)	RESOURCES / ACTIVITIES
NOUNS	VERBS				
		Week 1	Tool Bingo Bioglyphs	SCIENCE IS EVERYWHERE!	<i>Science Is Everywhere</i> packet KEY: US = <i>United Streaming</i> WEB = <i>Web Site Link</i> FC = <i>First Class Lesson</i> AIMS PS = Gr5 Physical Science Binder AIMS ES = Gr5 Earth Science Binder AIMS LS = Gr5 Life Science Binder AIMS NS = Gr5 Nature of Science Bndr GW = <i>Gateways to Science 5</i>
boiling point color condensation density evaporation gas liquid magnetism mass matter melting point physical property precipitation solid taste temperature volume weight	identify investigate observe measure	Week 2		PHYSICAL PROPERTIES OF MATTER	<i>Harcourt Science</i> Unit E – Ch. 1 Lesson 1-2 GW: 1.1 Classifying Matter GW: 1.2 Measuring Length GW: 1.3 Measuring Mass GW: 1.4 States of Matter GW: 1.5 Volume 1 GW: 1.6 Volume 2 GW: 1.7 Boiling / Melting Points GW: 1.9 Density AIMS PS: A Matter of States AIMS PS: Flipping Over Ice Cream AIMS NS: Product Testing FC: Apple Observation US: Solids, Liquids, and Gases US: Matter and Its Properties WEB: Matter Lab
mixture solubility solution solvent	demonstrate identify	Week 3		MIXTURES AND SOLUTIONS	<i>Harcourt Science</i> Unit E – Ch. 1 Lesson 1 GW: 1.8 Mixtures and Solutions AIMS PS: Involving Dissolving WEB: Solutions and Mixtures FC: Mixture and Solution Party



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<p>circuit conductor electricity electromagnet energy heat insulator kinetic potential switch</p>	<p>differentiate demonstrate identify</p>	<p>Week 4</p>	<p style="text-align: center;">FORMS OF ENERGY</p> <p>6. Differentiate between kinetic and potential energy. (TEKS 5.8A) 7. Demonstrate electricity can flow in a circuit and produce heat, light, sound, and magnetic effects. (TEKS 5.8C) 8. <i>Identify the Sun as the major source of energy.</i> (TEKS 4.11C)</p>	<p><u>Harcourt Science</u> Unit F – Ch. 3 Lessons 1-2 GW: 2.1 Solar Energy GW: 2.2 Heat Energy AIMS NS: Get Energized AIMS NS: Rubber Band Shoot AIMS PS: What is Energy? AIMS PS: Heat Energy and Temp. AIMS PS: Sparky’s Light Kit AIMS PS: Path Finders AIMS PS: Conductor or Insulator WEB: Energy for Kids</p>
<p>lens light opaque reflection refraction sound symmetry translucent transparent vibration</p>	<p>demonstrate identify verify</p>	<p>Week 5</p>	<p style="text-align: center;">LIGHT AND SOUND</p> <p>9. Identify and demonstrate everyday examples of how light is reflected and refracted. (TEKS 5.8B) 10. Verify that vibrating an object can produce sound. (TEKS 5.8D)</p>	<p><u>Harcourt Science</u> Unit F – Ch. 4 Lesson 3 GW: 2.3 Light Energy 1 GW: 2.4 Light Energy 2 GW: 2.5 Sound AIMS PS: What’s Blocking the Light? AIMS PS: Light Rays Slow Down AIMS PS: Traveling Sounds</p>
<p>chemical electrical thermal</p>	<p>demonstrate differentiate give identify verify</p>	<p>Week 6</p>	<p style="text-align: center;">CHANGES IN ENERGY</p> <p>11. Give examples of how energy changes from one form to another such as in a flashlight [chemical to electrical to heat to light]. (TEKS 5.8A) 12. Differentiate between thermal energy and chemical energy. (TEKS 5.8A)</p>	<p><u>Harcourt Science</u> Unit F – Ch. 3 Lesson 4 GW: 2.6 Electrical AIMS PS: Heat Energy Moves AIMS PS: Hot Chocolate AIMS PS: Cool Conductors WEB: Energy Story WEB: Light for Kids WEB: The Light Stuff</p>
<p>force friction gravity lever magnetism pulley simple machine system</p>	<p>describe differentiate identify</p>	<p>Week 7</p>	<p style="text-align: center;">FORCES</p> <p>13. *Differentiate between the various kinds of forces such as friction, magnetism, and gravity. (TEKS 4.6B / TEKS 5.12D) 14. <i>Identify balanced and unbalanced forces.</i> (TEKS 3.6A) 15. Describe some interactions that occur in a simple machine such as pulleys and levers. (TEKS 5.5B)</p>	<p><u>Harcourt Science</u> Unit F – Ch. 1 Lessons 1-3 AIMS NS: Magnetic Shuffleboard AIMS PS: Metal Matters WEB: Dirtmeister: Friction WEB: What is Magnetism?</p>



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direction inertia motion position	identify measure record	Week 8	MOTION 16. <i>Identify ways to describe motion.</i> (TEKS 3.6A) 17. <i>Measure and record changes in position and direction of motion of an object.</i> (TEKS 3.6A)	Harcourt Science Unit F – Ch. 1 Lesson 2 AIMS NS: Paper Sky Diver WEB: ScienceMonster: Gravity/Inertia
		Week 9	REVIEW CONCEPTS	



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SECOND NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

VOCABULARY		STUDENT EXPECTATIONS (SEs)		RESOURCES / ACTIVITIES
NOUNS	VERBS			
solar energy solar flares star Sun sunspots	describe identify	Week 1	<p style="text-align: center;">THE SUN</p> 22. Describe characteristics of the Sun including solar flares, sunspots, composition of gases, and that the Sun is a star. (TEKS 3.11D) 23. Identify the Sun as the major source of energy. (TEKS 4.11C) 24. Identify the planets in the solar system and their position in relation to the Sun – <i>Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune</i> . (TEKS 3.11C) 25. *Identify gravity as the force that keeps planets in orbit. (TEKS 5.12D)	Harcourt Science Unit D – Ch. 2 Lesson 1 AIMS ES: Gravity Tracks WEB: NASA Kids' Club
first quarter full moon last quarter new moon revolve rotate	differentiate identify	Week 2	<p style="text-align: center;">EARTH AND MOON</p> 26. Differentiate between rotate and revolve by identifying patterns of change in objects in the sky. (TEKS 4.6A) 27. Identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon. (TEKS 5.12C) 28. Identify the phases of the moon including <i>new moon, first quarter, full moon, and last quarter</i> . (TEKS 5.6A)	Harcourt Science Unit D – Ch. 1 Lessons 1-2 AIMS ES: Physical Features of the Earth and Moon AIMS ES: They Come From Outer Space WEB: Virtual Solar System
core crust earthquake fault glacier mantle	describe identify investigate	Week 3	<p style="text-align: center;">THE EARTH</p> 29. Investigate the structure of the earth including crust, mantle, and core. (TEKS 5.12C) 30. Identify that the surface of the earth can be changed by forces including earthquakes and glaciers . (TEKS 3.6B / TEKS 4.10A) 31. Describe how Earth's surface features have changed over millions of years. (TEKS 5.12C)	Harcourt Science Unit C – Ch. 1 Lesson 2 GW: 4.2 Wind and Water AIMS ES: Finding Faults with Food US: Forces That Shape the Earth US: Digging Through Earth US: The Living Earth WEB: Earth's Structure



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constructive delta deposition destructive erosion sediment soil texture weathering	interpret test	Week 4	<p style="text-align: center;">CHANGES TO EARTH'S SURFACE</p> 32. <i>Test properties of soil including texture, capacity to retain water, and the ability to support life.</i> (TEKS 4.11A) 33. Interpret how landforms are the result of constructive and destructive forces such as erosion, deposition, and weathering. (TEKS 5.12A)	Harcourt Science Unit C – Ch. 1 Lesson 3 GW: 4.3 Destructive and Constructive AIMS ES: Earth Changes AIMS ES: Erosion AIMS ES: River Run AIMS ES: Weathering Activity Cards US: Getting to Know Soil US: How to Make a Mud Pie WEB: Erosion Activities
dissolving erosion flow growth	identify observe	Week 5	<p style="text-align: center;">CHANGES TO EARTH'S SURFACE (continued)</p> 34. Identify and observe actions that require time for changes to be measurable including growth, erosion, dissolving, weathering, and flow. (TEKS 4.10A / TEKS 4.11B / TEKS 5.11A)	Harcourt Science Unit C – Ch. 1 Lesson 1 AIMS ES: Weathering AIMS ES: Agent Erosion AIMS ES: Discovering Dissolving WEB: Dirtmeister: Erosion
fossil rock cycle	draw describe	Week 6	<p style="text-align: center;">FOSSILS AND THE ROCK CYCLE</p> 35. Draw conclusions about what happened before using data such as sedimentary rock sequences [fossils]. (TEKS 4.10B / TEKS 5.11B) 36. Describe the rock cycle – metamorphic , igneous , and sedimentary . (TEKS 5.5A / TEKS 5.5B)	Harcourt Science Unit C – Ch. 1 Lesson 3 AIMS ES: Rocking the Cycle AIMS ES: Sedimentary Stories AIMS ES: Metamorphic Munchies AIMS ES: Coordinating a Record of the Past US: Prehistoric Earth US: Three Rocks WEB: Rock Cycle
coal gas minerals natural resources petroleum resources	classify describe identify	Week 7	<p style="text-align: center;">EARTH'S RESOURCES</p> 37. Identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area. (TEKS 3.11A) 38. Classify earth materials as renewable [<i>air, plants, water, animals, soil</i>], nonrenewable [<i>coal, oil, natural gas, minerals</i>], or inexhaustible resources [<i>Sun, wind, ocean tides</i>]. (TEKS 3.11A) 39. Identify past events that led to the formation of Earth's renewable, nonrenewable, and inexhaustible resources. (TEKS 5.11C) 40. *Describe processes responsible for the formation of coal, oil, gas, and minerals. (TEKS 5.12B)	Harcourt Science Unit C – Ch. 2 Lessons 1-3 AIMS ES: Fueled Up WEB: Earth's Resources NOTE: When using United Streaming videos about Earth's resources, beware of the different classifications of resources. Use the examples that we have provided in the Student Expectations; these are aligned with TEA and the TEKS.



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condensation evaporation precipitation runoff seasons transpiration water cycle weather	identify understand	Week 8	WEATHER AND SEASONS 41. Identify the significance of the water cycle. (TEKS 5.6B) 42. Understand the role of the Sun in the water cycle and in the creation of winds. (TEKS 4.11C) 43. Identify events and describe patterns of change that occur on a regular basis such as seasons [<i>tilt of the Earth</i>]. (TEKS 4.6A / TEKS 5.6A)	Harcourt Science Unit C – Ch. 3 Lessons 1-3 AIMS ES: Pasta Parallels US: Sun, Water Cycle, and Climate US: Seasons Under the Sun WEB: Weather Wiz Kids
ocean tides waves	differentiate identify observe	Week 9	EXPLORING THE OCEANS 44. Differentiate between waves and tides. (TEKS 4.11B) 45. Identify and observe the effects of the oceans on land. (TEKS 4.11B / TEKS 5.11A)	Harcourt Science Unit C – Ch. 4 Lessons 1-2 AIMS ES: Tide Height



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THIRD NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

VOCABULARY		STUDENT EXPECTATIONS (SEs)		RESOURCES / ACTIVITIES
NOUNS	VERBS			
carbon cycle nitrogen cycle respiration water cycle	identify	Week 1	<p style="text-align: center;">NATURE'S CYCLE</p> 44. Identify the significance of the nitrogen cycle . (TEKS 5.6B) 45. Identify the significance of the carbon cycle . (TEKS 5.6B) 46. Identify the significance of the water cycle . (TEKS 5.6B)	<u>Harcourt Science</u> Unit B – Ch. 1 Lessons 1-2 AIMS ES: The Nitrogen Cycle AIMS ES: Forest, Farm, Factory WEB: Cycles
inherited trait learned characteristic offspring	compare describe give identify	Week 2	<p style="text-align: center;">ANIMAL GROWTH</p> 47. Describe, compare, and identify patterns of change in life cycles of animals such as a frog, butterfly, chicken, and grasshopper. (TEKS 5.6C) 48. Identify traits that are inherited from parent to offspring in plants and animals. (TEKS 5.10A) 49. Give examples of learned characteristics that result from the influence of the environment. (TEKS 5.10B)	<u>Harcourt Science</u> Unit A – Ch. 2 Lessons 2-3 AIMS LS: Mealworms on Stage AIMS LS: Frogs and Toads AIMS LS: ET's Alien Traits WEB: Dirtmeister: Animal Adaptations
community ecosystem habitat organism population	compare differentiate give	Week 3	<p style="text-align: center;">ECOSYSTEMS</p> 50. Differentiate between the parts of an ecosystem. (TEKS 5.5B) 51. Compare and give examples of how organisms depend on each other and on their environments. (TEKS 2.9D)	<u>Harcourt Science</u> Unit B – Ch. 2 Lessons 1-2
environment food chain food web ill perish thrive	describe identify observe	Week 4	<p style="text-align: center;">ECOSYSTEMS (continued)</p> 52. Observe and identify organisms with similar needs that compete with one another for resources. (TEKS 3.8B) 53. Describe environmental changes in which some organisms would thrive, become ill, or perish. (TEKS 3.8C)	<u>Harcourt Science</u> Unit B – Ch. 2 Lessons 3-4
adaptation survive reproduce unique niche	analyze compare describe	Week 5	<p style="text-align: center;">ADAPTATIONS</p> 54. Compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem. (TEKS 5.9A) 55. Analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem. (TEKS 5.9B)	<u>Harcourt Science</u> Unit A – Ch. 2 Lessons 1-3 AIMS LS: Animal Adaptations AIMS LS: Here's Looking at You AIMS LS: Table Manners AIMS LS: Missing Moths



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biome deciduous desert forest grasslands rain forest taiga tundra	analyze compare describe observe predict	Week 6	<p style="text-align: center;">LAND BIOMES</p> 56. Observe and describe the land habitats of organisms within an ecosystem such as desert, taiga, tundra, deciduous forests, grasslands, and tropical rain forests. (TEKS 3.8A) 57. Compare, analyze, describe, and predict how adaptive characteristics improve an organism's ability to survive or reproduce in various land biomes. (TEKS 5.9 A, B, C)	<u>Harcourt Science</u> Unit B – Ch. 3 Lesson 1
estuary freshwater saltwater pond coral reef swamp	analyze compare describe observe predict	Week 7	<p style="text-align: center;">WATER ECOSYSTEMS</p> 58. Observe and describe the water habitats of organisms within an ecosystem such as estuaries, freshwater ponds, oceans, coral reefs, and swamps. (TEKS 3.8A) 59. Compare, analyze, describe, and predict how adaptive characteristics improve an organism's ability to survive or reproduce in various water ecosystems. (TEKS 5.9 A, B, C)	<u>Harcourt Science</u> Unit B – Ch. 3 Lesson 2
succession	differentiate identify make	Week 8	<p style="text-align: center;">CHANGES IN ECOSYSTEMS</p> 60. Differentiate between primary succession and secondary succession. (TEKS 5.11A) 61. Identify how human activity changes ecosystems. (TEKS 5.1B) 62. Make wise choices in the use and conservation of resources and the disposal or recycling of materials. (TEKS 5.1B)	<u>Harcourt Science</u> Unit B – Ch. 4 Lessons 1-4
adaptation life cycle unique niche	compare describe identify	Week 9	<p style="text-align: center;">PLANT ADAPTATIONS</p> 61. Identify the external characteristics of plants that allow their needs to be met. (TEKS 2.9A) 62. Identify and compare how adaptive characteristics improve a plant's ability to survive in its unique niche. (TEKS 5.9A, B, C) 63. Describe, compare, and identify patterns of change in life cycles of plants such as a bluebonnet. (TEKS 5.6C) 64. Compare the life cycles of plants and animals. (TEKS 5.6C)	<u>Harcourt Science</u> Unit A – Ch. 3 Lessons 1-2 AIMS LS: Germination Study AIMS LS: Life Loops WEB: Biology4Kids.com: Plants



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FOURTH NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

VOCABULARY		STUDENT EXPECTATIONS (SEs)		RESOURCES / ACTIVITIES
NOUNS	VERBS			
photosynthesis	explain identify	Week 1	<p style="text-align: center;">PHOTOSYNTHESIS</p> <p>65. Identify the role of the Sun in the growth of plants. (TEKS 4.11C)</p> <p>66. Explain how plants make and use food during the process of photosynthesis. (TEKS 5.9A)</p> <p>67. Identify and compare how adaptive characteristics improve a plant's ability to reproduce in its unique niche. (TEKS 5.9A, B, C)</p>	Harcourt Science Unit A – Ch. 4 Lessons 1-4 AIMS LS: Cactus
		Week 2	<p style="text-align: center;">COUNTDOWN TO SCIENCE TAKS Review Nature of Science Concepts</p>	AIMS NS: Fat or Fiction?
		Week 3	<p style="text-align: center;">COUNTDOWN TO SCIENCE TAKS Review Physical Science Concepts</p>	
		Week 4	<p style="text-align: center;">COUNTDOWN TO SCIENCE TAKS Review Earth Science Concepts</p>	
		Week 5	<p style="text-align: center;">Review Concepts April 24, 2008 – SCIENCE TAKS TEST</p>	
	examine identify	Week 6	<p style="text-align: center;">HEALTH</p> <p>59. Examine and analyze food labels and menus for nutritional content. (HEALTH TEKS 5.1A)</p> <p>60. Identify foods that are sources of one or more of the six major nutrients. (HEALTH TEKS 5.1B)</p>	



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	describe	Week 7	HEALTH (continued) 61. Describe the structure, functions, and interdependence of major body systems. (HEALTH TEKS 5.2A)	
	distinguish explain relate	Week 8	HEALTHY BEHAVIORS 62. Explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs. (HEALTH TEKS 5.4A) 63. Relate the importance of immunizations in disease prevention. (HEALTH TEKS 5.4B) 64. Distinguish between myth and fact related to disease and disease prevention. (HEALTH TEKS 5.4C)	
	explain list	Week 9	HEALTHY BEHAVIORS (continued) 65. List the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV) and the common cold. (HEALTH TEKS 5.4D) 66. Explain how to manage common minor illnesses such as colds and skin infections. (HEALTH TEKS 5.4E)	
	identify	Week 10	HEALTHY INFLUENCES 67. Identify the use of healthy-related technology in the school such as audiometry and the Internet. (HEALTH TEKS 5.7A) 68. Identify environment protection programs that promote community health such as recycling, waste disposal, or safe food packaging. (HEALTH TEKS 5.8D)	
		Week 11	REVIEW CONCEPTS	