

5th Grade Science TEKS by Stations

Go, Go Groundwater:

- 5.1A: demonstrate safe practices and the use of safety equipment
- 5.1B: make informed choices in the conservation, disposal, and recycling of materials.
- 5.2A: describe, plan, and implement simple experimental investigations testing one variable;
- 5.2B: ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;
- 5.2C: collect and record information using detailed observations and accurate measuring;
- 5.2D: analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;
- 5.2E: demonstrate that repeated investigations may increase the reliability of results;
- 5.2F: communicate valid conclusions in both written and verbal forms; and
- 5.2G: construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.
- 5.3A: analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing;
- 5.3B: 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;
- 5.3C: connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
- 5.4: collect, record, and analyze information using scientific tools, including calculators, microscopes, hand lenses, metric rulers, Celsius thermometers, graduated cylinders, beakers, collecting nets, and notebooks; timing devices; and materials to support observations of habitats and organisms
- 5.5A: classify matter based on measurable, testable, and observable physical properties, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water
- 5.5B: demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water; and

- 5.5C: 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.
- 5.9A: observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;
- 5.9B: describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers;
- 5.9C: 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
- 5.10A: compare the structures and functions of different species that help them live and survive in a specific environment
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1, 2, 3 Succession!

- 5.1A: demonstrate safe practices and the use of safety equipment
- 5.1B: make informed choices in the conservation, disposal, and recycling of materials.
- 5.2B: ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;
- 5.2C: collect and record information using detailed observations and accurate measuring;
- 5.2D: analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;
- 5.2F: communicate valid conclusions in both written and verbal forms; and
- 5.2G: construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.
- 5.3A: analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing;
- 5.3B: 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;
- 5.3C: connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

- 5.4: collect, record, and analyze information using scientific tools, including calculators, microscopes, hand lenses, metric rulers, Celsius thermometers, graduated cylinders, beakers, collecting nets, and notebooks; timing devices; and materials to support observations of habitats and organisms
- 5.5C: 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.
- 5.7B: recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice.
- 5.9A: observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;
- 5.9C: 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
- 5.9D: identify fossils as evidence of past living organisms and the nature of the environments at the time using models.
- 5.10A: compare the structures and functions of different species that help them live and survive in a specific environment
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Weathering, Erosion, Deposition, Oh my!:

- 5.1A: demonstrate safe practices and the use of safety equipment
- 5.1B: make informed choices in the conservation, disposal, and recycling of materials.
- 5.2A: describe, plan, and implement simple experimental investigations testing one variable;
- 5.2B: ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;
- 5.2C: collect and record information using detailed observations and accurate measuring;
- 5.2D: analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;
- 5.2E: demonstrate that repeated investigations may increase the reliability of results;
- 5.2F: communicate valid conclusions in both written and verbal forms; and
- 5.3A: analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing;

- 5.3B: 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;
- 5.3C: connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
- 5.4: collect, record, and analyze information using scientific tools, including calculators, microscopes, hand lenses, metric rulers, Celsius thermometers, graduated cylinders, beakers, collecting nets, and notebooks; timing devices; and materials to support observations of habitats and organisms
- 5.5A: classify matter based on measurable, testable, and observable physical properties, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water
- 5.5B: demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water; and
- 5.5C: 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.
- 5.6D: design a simple experimental investigation that tests the effect of force on an object.
- 5.7B: recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice.
- 5.9A: observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;
- 5.9C: 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
- 5.10A: compare the structures and functions of different species that help them live and survive in a specific environment
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Water Cycle Wow!

- 5.1A: demonstrate safe practices and the use of safety equipment
- 5.1B: make informed choices in the conservation, disposal, and recycling of materials.
- 5.2A: describe, plan, and implement simple experimental investigations testing one variable;
- 5.2B: ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;

- 5.2C: collect and record information using detailed observations and accurate measuring;
- 5.2D: analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;
- 5.2E: demonstrate that repeated investigations may increase the reliability of results;
- 5.2F: communicate valid conclusions in both written and verbal forms; and
- 5.2G: construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.
- 5.3A: analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing;
- 5.3B: 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;
- 5.3C: connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
- 5.4: collect, record, and analyze information using scientific tools, including calculators, microscopes, hand lenses, metric rulers, Celsius thermometers, graduated cylinders, beakers, collecting nets, and notebooks; timing devices; and materials to support observations of habitats and organisms
- 5.5A: classify matter based on measurable, testable, and observable physical properties, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water
- 5.5B: demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water; and
- 5.5C: 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.
- 5.6D: design a simple experimental investigation that tests the effect of force on an object.
- 5.7B: recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice.
- 5.8B: explain how the Sun and the ocean interact in the water cycle;
- 5.9A: observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;
- 5.9B: describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers;

5.9C: 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