

Unit of Study—Objective 2 – Life science – cycles in nature
 Living things interact

TEKS #	Knowledge and Skill TEK	Student Expectation	Vocabulary	Tools	Instructional/Assessment Resources
5.6B	The student knows that some change occurs in cycles	Identify the significance of the water, carbon and nitrogen cycles	Nitrogen cycle Carbon dioxide – oxygen cycle Water cycle Evaporation Condensation Precipitation Transpiration		BrainPop: Carbon Cycle Complete the Cycle Concentration game: Kamico
5.5A	The student knows that a system is a collection of cycles, structures, and processes that interact	Describe some cycles, structures, and processes that are found in a simple system.	Nitrogen cycle Carbon dioxide – oxygen cycle Water cycle Evaporation Condensation Precipitation Transpiration		

<p>5.9A,B,C</p>	<p>The student knows that adaptations may increase the survival of members of a species.</p>	<p>A. compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem</p> <p>B. analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem</p> <p>C. predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem</p>	<p>Individual Population Community Ecosystem Habitat Niche Producer Consumer Food chain Food web Decomposer Energy pyramid Competition Symbiosis Instinct Learned behavior Exotic Extinct Endangered Threatened</p>		<p>BrainPop: Ecosystem BrainPop: Food Chains What's My Habitat? Activity: Kamico Adapt to Survive: Kamico</p>
<p>5.1A TAKS</p>	<p>The student conducts field and lab investigations following home and school safety procedures and environmentally appropriate and ethical practices.</p>	<p>Demonstrate safe practices during field and lab investigations</p>	<p>Plant, eye, heating, clothing, poison, animal, fire, glassware, electrical, sharp objects</p>		

5.2 A TAKS	The student uses scientific methods during field and lab investigations.	Plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology	Identify problem Gather information Hypothesis Test Experiment Conclusion		
5.2B TAKS	The student uses scientific methods during field and lab investigations.	Collect information by observing and measuring	Triple beam balance Beaker Flask Graduated cylinder Thermometer Test tube Test tube rack Eyedropper/pipette Tweezers/forceps Goggles Ruler/meter stick		
5.2C, D, E TAKS	The student uses scientific methods during field and lab investigations	C. Analyze and interpret information to construct reasonable explanations from direct and indirect evidence D. Communicate valid conclusions E. Construct simple graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate information	Identify problem Gather information Hypothesis Test Experiment Conclusion		

<p>5.4 A,B TAKS</p>	<p>The student knows how to use a variety of tools and methods to conduct science inquiry.</p>	<p>A. collect and analyze information using tools including calculators, microscopes, cameras, sound recorders, computer, hand lenses, rulers, thermometers, compasses, balances, hot plates, meter sticks, timing devices, magnets, collecting nets, and safety goggles</p> <p>B. demonstrate that repeated investigations may increase the reliability of results</p>	<p>Triple beam balance Beaker Flask Graduated cylinder Thermometer Test tube Test tube rack Eyedropper/pipette Tweezers/forceps Goggles Ruler/meter stick</p>	<p>Triple beam balance balance Beaker Flask Graduated cylinder Thermometer Test tube Test tube rack Eyedropper/pipette Tweezers/forceps Goggles Ruler/meter stick</p>	
<p>5.5B</p>	<p>The student knows that a system is a collection of cycles, structures, and processes that interact.</p>	<p>describe some interactions that occur in a simple system</p>	<p>Food chain Food web</p>		

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CURRICULUM GUIDE
Fifth Grade Science
Fourth Six Weeks