



Fifth Grade
Outreach Programs
TEKS

Fifth Grade Animal Program:

§112.16. Science, Grade 5, Beginning with School Year 2010-2011.

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

(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:

(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;

(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;

(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements;

(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:

(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;

Fifth Grade Dinosaur Program:

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;

(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:

(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models.

(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:

(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;

Fifth Grade Geology Program:

§112.16. Science, Grade 5, Beginning with School Year 2010-2011.

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

(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:

(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;

(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;

(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;

§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs;

Fifth Grade Fossil Program:

§112.16. Science, Grade 5, Beginning with School Year 2010-2011.

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

(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;

(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models.

Fifth Grade Astronomy Program:

§112.16. Science, Grade 5, Beginning with School Year 2010-2011.

(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

- (C) collect information by detailed observations and accurate measuring;
- (D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;

(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
- (D) identify and compare the physical characteristics of the Sun, Earth, and Moon

(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

- (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;

Fifth Grade Native American Program:

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs;

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;