



# Grade 5 Science

## PROFILE

Science is a way of knowing and experiencing the natural world. It is a social and intellectual endeavor that provides the foundation for life-long 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.

## THE CURRICULUM

The Pasadena 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. The science curriculum is based on the Texas Essential Knowledge and Skills curriculum framework.



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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, 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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## 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 3.3E / TEKS 4.3E / TEKS 5.3E)**



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## FIRST NINE WEEKS VOCABULARY

- **Mastery** words are the concepts that students should have a clear understanding of after instruction.
- **Maintenance** words are the vocabulary words that students should already understand, but may need remediation.
- **Listening/Speaking** words are the words that students should “hear, see, and use” throughout instruction. The use of these words allow for easier transition in subsequent years.

<b>Mastery</b>	<b>Maintenance</b>	<b>Listening/Speaking</b>
acceleration	attract	action force
average speed	conductors	buoyancy
balanced forces	distance	Celsius
boiling point	energy	combustibility
calorie	force	compression
charge	friction	concave lens
circuit	fuel	convection current
combustion	gas	convex lens
condensation	gravity	cubic centimeter
conduction	heat	effort force
convection	inclined plane	Fahrenheit
density	insulators	frame of reference
dissolves	lens	generator
electric charge	lever	infrared radiation
electric force	liquid	joule
electric current	machine	law of conservation of matter
electricity	matter	law of universal gravitation
electromagnet	motion	magnetic field
evaporation	physical properties	net force
gravitation	pitch	parallel circuit
heat	position	radiation
inertia	power	reactivity
kinetic energy	pulley	reaction force
magnetism	repel	relative motion
mass	resistor	series circuit
melting point	screw	solar energy
momentum	solid	solution
Newton	sound	sonic boom
orbit	speed	speed of sound
potential energy	temperature	sublimation
reflection	wedge	thermal energy
refraction	weight	
solubility	wheel and axle	
sound waves	work	
spring scale		



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static electricity unbalanced forces velocity volume		
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# Grade 5 Science

## FIRST NINE WEEKS BENCHMARK CALENDAR

*NOTE: Italicized benchmark targets indicate maintenance and review.*

DATE	BENCHMARK TARGETS	INSTRUCTIONAL RESOURCES
Week 1	<p style="text-align: center;"><b>Forces</b></p> <ol style="list-style-type: none"> <li>Differentiate between the various kinds of forces such as friction, magnetism, and gravity. (TEKS 4.6B / TEKS 5.12D)</li> <li><i>Identify balanced and unbalanced forces.</i> (TEKS 3.6A)</li> </ol>	<p><u>Harcourt Science</u> Unit F – Ch. 1 Lessons 1-2</p> <p>“Brick Slide”, <i>Popping With Power</i>, Pgs. 70-77</p>
Week 2	<p style="text-align: center;"><b>Work, Motion, and Speed</b></p> <ol style="list-style-type: none"> <li>Describe work, power, and simple machines. (TEKS 5.7A)</li> <li><i>Identify ways to describe motion.</i> (TEKS 3.6A / TEKS 4.6C)</li> <li><i>Measure and record changes in position and direction of motion of an object.</i> (TEKS 3.6A)</li> </ol>	<p><u>Harcourt Science</u> Unit F – Ch. 1 Lesson 3</p> <p><u>Harcourt Science</u> Unit F – Ch. 2 Lesson 1</p> <p>“Ball On A Roll”, <i>Popping With Power</i>, Pgs. 34-39</p>
Week 3	<p style="text-align: center;"><b>Laws of Motion</b></p> <ol style="list-style-type: none"> <li>Identify how the laws of motion explain the actions of forces on objects. (TEKS 5.12D)</li> <li>Identify gravity as the force that keeps planets in orbit. (TEKS 5.12D)</li> </ol>	<p><u>Harcourt Science</u> Unit F – Ch. 2 Lessons 2-3</p>
Week 4	<p style="text-align: center;"><b>Forms of Energy</b></p> <ol style="list-style-type: none"> <li>Differentiate between kinetic and potential energy. (TEKS 5.8A)</li> <li>Demonstrate electricity can flow in a circuit and produce heat, light, sound, and magnetic effects. (TEKS 5.8C)</li> </ol>	<p><u>Harcourt Science</u> Unit F – Ch. 3 Lessons 1-2</p> <p>“Swinging Bears”, <i>Popping With Power</i>, Pgs. 22-27</p>
Week 5	<p style="text-align: center;"><b>Forms of Energy (continued)</b></p> <ol style="list-style-type: none"> <li>Identify and demonstrate everyday examples of how light is reflected and refracted. (TEKS 5.8B)</li> <li>Verify that vibrating an object can produce sound. (TEKS 5.8D)</li> <li>Differentiate between thermal energy and chemical energy. (TEKS 5.8A)</li> </ol>	<p><u>Harcourt Science</u> Unit F – Ch. 3 Lessons 3-4</p>



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Week 6	<b>Physical Properties of Matter</b> 13. Investigate matter based on physical properties. (TEKS 5.7A) 14. Observe and measure characteristic properties of substances that remain constant such as boiling point and melting point. (TEKS 5.7D)	<u>Harcourt Science</u> Unit E – Ch. 1 Lessons 1-2
Week 7	<b>Physical Changes</b> 15. Demonstrate that some mixtures maintain the physical properties of their ingredients. (TEKS 5.7B) 16. Identify changes that occur in the physical properties of the ingredients of solutions such as dissolving sugar in water. (TEKS 5.7C)	<u>Harcourt Science</u> Unit E – Ch. 1 Lessons 3
Week 8	<b>Review/Assessment</b>	



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## SECOND NINE WEEKS VOCABULARY

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<b>Mastery</b>	<b>Maintenance</b>	<b>Listening/Speaking</b>
air pressure	ash	aurora borealis
anthracite	atmosphere	barometer
bitumen	axis	coal
climate	cirrus	corona
continental drift	condensation	deltas
core	crater	desert climate zone
crust	cumulus	dunes
current	earthquake	ellipse
deposition	eclipse	flood plains
El Nino	evaporation	fog
erosion	fossils	glaciers
estuary	galaxy	ground water
faults	landforms	heat island
fossil fuels	latitude	high-pressure area
global warming	lava	high tide
greenhouse effect	longitude	Ice Age
humidity	magma	low-pressure area
jetty	Milky Way Galaxy	low tide
light-year	orbit	main sequence
lignite	ozone	magnitude ( <i>earthquakes</i> )
local winds	plates	magnitude ( <i>stars</i> )
mantle	rain gauge	meteorologist
mass movement	revolve	methane
microclimate	rotate	mid-ocean ridge
natural gas	satellite	mountain climate zone
nonrenewable resources	sedimentary rock	petrochemical
Pangaea	space probe	photosphere
peat	stratus	polar climate zone
petroleum	telescope	runoff
precipitation	thermometer	seismic waves
prevailing winds	universe	seismograph
recycling	volcano	storm surge
renewable resources	water cycle	stratosphere
sediment	water vapor	temperate climate zone
shore	weathering	tropical climate zone



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solar flares solar wind sunspots tide tide pool wave	wind	troposphere tsunami updrafts westerlies
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# Grade 5 Science

## SECOND NINE WEEKS BENCHMARK CALENDAR

*NOTE: Italicized benchmark targets indicate maintenance and review.*

DATE	BENCHMARK TARGETS	INSTRUCTIONAL RESOURCES
Week 1	<p><b>Changes to Earth's Surface</b></p> <p>17. Interpret how landforms are the result of constructive and destructive forces such as erosion, deposition, and weathering. (TEKS 5.12A)</p> <p>18. 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)</p>	<p><u>Harcourt Science</u> Unit C – Ch. 1 Lesson 1</p>
Week 2	<p><b>Earth's Crust Moves</b></p> <p>19. Investigate the structure of the earth. (TEKS 5.12C)</p> <p>20. <i>Identify that the surface of the earth can be changed by forces such as earthquakes and glaciers.</i> (TEKS 3.6B / TEKS 4.10A)</p>	<p><u>Harcourt Science</u> Unit C – Ch. 1 Lesson 2</p>
Week 3	<p><b>Continental Drift and Rock Cycle</b></p> <p>21. Describe how Earth's surface features have changed over millions of years. (TEKS 5.12C)</p> <p>22. Identify how fossils help scientists. (TEKS 4.10B / TEKS 5.11B)</p> <p>23. Describe the rock cycle. (TEKS 5.5A / TEKS 5.5B)</p>	<p><u>Harcourt Science</u> Unit C – Ch. 1 Lesson 3</p>
Week 4	<p><b>Renewable and Nonrenewable Resources</b></p> <p>24. Identify and describe fossil fuels. (TEKS 5.11C)</p> <p>25. Identify past events that led to the formation of Earth's renewable, nonrenewable, and inexhaustible resources. (TEKS 5.11C)</p> <p>26. Describe processes responsible for the formation of coal, oil, gas, and minerals. (TEKS 5.12B)</p>	<p><u>Harcourt Science</u> Unit C – Ch. 2 Lesson 2</p> <p><u>Harcourt Science</u> Unit F – Ch. 4 Lessons 1, 3</p>



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Week 5	<b>Weather and Climate</b> 27. Identify the significance of the water cycle. (TEKS 5.6B) 28. Identify events and describe patterns of change that occur on a regular basis such as climate. (TEKS 4.6A / TEKS 5.6A)	<u>Harcourt Science</u> Unit C – Ch. 3 Lessons 1-3
Week 6	<b>Exploring the Oceans</b> 29. <i>Differentiate between waves and tides.</i> (TEKS 4.11B) 30. Identify and observe the effects of the oceans on land. (TEKS 4.11B / TEKS 5.11A)	<u>Harcourt Science</u> Unit C – Ch. 4 Lessons 1-2
Week 7	<b>Earth, Moon, and Beyond</b> 31. <i>Differentiate between <b>rotate</b> and <b>revolve</b> by identifying patterns of change in objects in the sky.</i> (TEKS 4.6A) 32. <i>Identify the planets in the solar system and their position in relation to the Sun.</i> (TEKS 3.11C) 33. Identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon. (TEKS 5.12C)	<u>Harcourt Science</u> Unit D – Ch. 1 Lessons 1-2  “Spin Cycle”, <i>Out of This World</i> , Pgs. 221-27  “Lining Up the Planets”, <i>Out of This World</i> , Pgs. 60-64
Week 8	<b>The Sun and Other Stars</b> 34. <i>Describe characteristics of the Sun</i> (TEKS 3.11D) 35. <i>Identify the sun as the major source of energy.</i> (TEKS 4.11C)	<u>Harcourt Science</u> Unit D – Ch. 2 Lessons 1-2
Week 9	<b>Review/Assessment</b>	



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angiosperm	acid rain	botanist
asexual reproduction	adaptation	budding
biome	atmosphere	camouflage
brackish-water ecosystem	cells	carnivore
carbon dioxide-oxygen cycle	climate	catalytic converters
chlorophyll	community	catastrophic changes
chromosome	condensation	combustion
climate zone	conserving	conifer
climax community	consumer	conservationist
competition	decomposer	deciduous forest
cytoplasm	desert	DNA
dominant trait	equator	ecologist
ecosystem	evaporation	exotic
endangered	habitat	fiber
energy pyramid	landfill	fission
estuary	life cycle	food guide pyramid
extinct	metamorphosis	gamete
food chain	pollen	grain
food web	pollution	grassland
freshwater	precipitation	Gregor Mendel
gene	producer	herbivore
groundwater	recycle	incomplete metamorphosis
gymnosperm	reduce	intertidal zone
inherited trait	reuse	microbiologist
instinct	roots	molting
learned behavior	stems	mutualism
niche	tropical rain forest	near-shore zone
nitrogen cycle	water cycle	open-ocean zone
nonvascular	wetlands	phloem
nucleus		phytoplankton
pioneer plants		planaria
population		population density
recessive trait		predator
reclamation		prey
saltwater		primary succession



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sexual reproduction spore succession threatened transpiration vascular		regeneration secondary succession stomata symbiosis taiga taproots tundra veterinarian xylem zoologist zooplankton zygote
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## THIRD NINE WEEKS BENCHMARK CALENDAR

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DATE	BENCHMARK TARGETS	INSTRUCTIONAL RESOURCES
Week 1	<b>REVIEW</b> <b>Earth and Physical Science Concepts</b>	
Week 2	<p style="text-align: center;"><b>Nature's Cycles</b></p> <p>36. Identify the significance of the nitrogen cycle. (TEKS 5.6B)</p> <p>37. Identify the significance of the carbon cycle. (TEKS 5.6B)</p> <p>38. Identify the significance of the water cycle. (TEKS 5.6B)</p>	Harcourt Science Unit B – Ch. 1 Lessons 1-2
Week 3	<p style="text-align: center;"><b>Ecosystems</b></p> <p>39. Differentiate between the parts of an ecosystem. (TEKS 5.9B)</p> <p>40. <i>Compare and give examples of how organisms depend on each other and on their environments.</i> (TEKS 2.9D)</p> <p>41. <i>Observe and identify organisms with similar needs that compete with one another for resources.</i> (TEKS 3.8B)</p> <p>42. <i>Describe environmental changes in which some organisms would thrive, become ill, or perish.</i> (TEKS 3.8C)</p>	Harcourt Science Unit B – Ch. 2 Lessons 1-4  “Floor Samples”, <i>Field Detectives</i> , Pgs. 16-18
Week 4	<p style="text-align: center;"><b>Land Biomes</b></p> <p>43. <i>Observe and describe the <b>land</b> habitats of organisms within an ecosystem.</i> (TEKS 3.8A)</p> <p>44. 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)</p>	Harcourt Science Unit B – Ch. 3 Lesson 1  “Missing Moths”, <i>Critters</i> , Pgs. 145-151  “Critters Hide n’ Seek”, <i>Critters</i> , Pgs. 136-139
Week 5	<p style="text-align: center;"><b>Water Ecosystems</b></p> <p>45. <i>Observe and describe the <b>water</b> habitats of organisms within an ecosystem.</i> (TEKS 3.8A)</p> <p>46. Compare, analyze, describe, and predict how adaptive characteristics improve an organism’s ability to survive or</p>	Harcourt Science Unit B – Ch. 3 Lesson 2



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	reproduce in various water ecosystems. (TEKS 5.9 A, B, C)	
Week 6	<p style="text-align: center;"><b>Changes in Ecosystems</b></p> <p>47. Differentiate between primary succession and secondary succession. (TEKS 5.11A)</p> <p>48. Identify how human activity changes ecosystems. (TEKS 5.1B)</p> <p>49. Make wise choices in the use and conservation of resources and the disposal or recycling of materials. (TEKS 5.1B)</p>	<u>Harcourt Science</u> Unit B – Ch. 4 Lessons 1-4
Week 7	<p style="text-align: center;"><b>Animal Growth</b></p> <p>50. Describe, compare, and identify patterns of change in life cycles of animals such as a frog, butterfly, chicken, and grasshopper. (TEKS 5.6C)</p>	<u>Harcourt Science</u> Unit A – Ch. 2 Lesson 1-2  “Frog and Toad Are Kin”, <i>Critters</i> , Pgs. 118-124
Week 8	<p style="text-align: center;"><b>Animal Adaptations</b></p> <p>51. Identify traits that are inherited from parent to offspring in plants and animals. (TEKS 5.10A)</p> <p>52. Give examples of learned characteristics that result from the influence of the environment. (TEKS 5.10B)</p>	<u>Harcourt Science</u> Unit A – Ch. 2 Lesson 3
Week 9	<b>Review Concepts</b>	
Week 10	<b>Assessment</b>	



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## FOURTH NINE WEEKS VOCABULARY

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<b>Mastery</b>	<b>Maintenance</b>	<b>Listening/Speaking</b>
bone marrow	arteries	active transport
capillaries	brain	anther
cardiac muscle	cells	botanist
cell membrane	esophagus	bronchi
cellular respiration	large intestine	bud
cotyledons	muscle	cartilage
cytoplasm	nerve	cell wall
diffusion	neuron	chloroplasts
embryo	organ	chromosomes
epidermis	petal	connective tissue
fertilization	photosynthesis	cross-pollination
germinate	root	cuticle
glucose	seed	dicots
grafting	seedling	epithelial tissue
gravitropism	small intestine	filament
joints	soil	gall bladder
ligaments	spinal cord	kidneys
nephrons	stomach	liver
nucleus	system	microscope
ovary	tissue	mitochondria
palisade layer	tuber	monocots
phototropism	veins	muscle tissue
pistil		nectar
receptors		nervous tissue
reflexes		organelles
smooth muscle		ovules
stamen		pancreas
tendons		passive transport
tissue culture		permeable
trachea		physician
tropism		plasma
vegetative propogation		platelets
villi		pollination
		pulmonary arteries
		pulmonary veins
		receptacle



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		salivary glands self-pollination sepal stigma stimulus stomata style ureters urethra vaccination vacuoles
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# Grade 5 Science

## FOURTH NINE WEEKS BENCHMARK CALENDAR

*NOTE: Italicized benchmark targets indicate maintenance and review.*

<b>DATE</b>	<b>BENCHMARK TARGETS</b>	<b>INSTRUCTIONAL RESOURCES</b>
Week 1	<p style="text-align: center;"><b>Plants</b></p> <p>53. <i>Identify the external characteristics of plants that allow their needs to be met.</i> (TEKS 2.9A)</p> <p>54. Identify and compare how adaptive characteristics improve a plant's ability to <b>survive</b> in its unique niche. (TEKS 5.9A, B, C)</p> <p>55. Describe, compare, and identify patterns of change in life cycles of plants such as a bluebonnet. (TEKS 5.6C)</p> <p>56. Compare the life cycles of plants and animals. (TEKS 5.6C)</p>	Harcourt Science Unit A – Ch. 3 Lessons 1-2
Week 2	<p style="text-align: center;"><b>Plant Processes</b></p> <p>57. <i>Identify the role of the sun in the growth of plants.</i> (TEKS 4.11C)</p> <p>58. Explain how plants make and use food. (TEKS 5.9A)</p>	Harcourt Science Unit A – Ch. 4 Lessons 1-2
Week 3	<p style="text-align: center;"><b>Plant Adaptations</b></p> <p>59. Identify and compare how adaptive characteristics improve a plant's ability to <b>reproduce</b> in its unique niche. (TEKS 5.9A, B, C)</p>	Harcourt Science Unit A – Ch. 4 Lessons 3-4
Week 4	<p style="text-align: center;"><b>Human Body Systems</b></p> <p>60. Identify the basic parts that make up the whole human body. (TEKS 5.5A, B)</p> <p>61. Identify the significance of the circulatory, respiratory, digestive, and excretory systems. (TEKS 5.5A, B)</p> <p>62. Investigate how the skeletal, muscular, and nervous systems work together. (TEKS 5.5A, B)</p>	Harcourt Science Unit A – Ch. 1 Lessons 1-3
Week 5	<b>Review Concepts</b>	
Week 6	<b>Review Concepts</b>	
Week 7	<b>Teacher Choice</b>	
Week 8	<b>Teacher Choice</b>	
Week 9	<b>Teacher Choice</b>	