3rd Grade: Science		4th 6 Weeks Outline	Gomez, Hargrove, Marquez
Week 19	TEKS	Course Objectives/Lesson Plan	Question Level
Mon 01/17/11	Holiday	Holiday	Holiday
Tues 01/18/11	TEKS: 3.2(A-D); 3.3(A,C,E); 3.4(B); 3.9(A) AO#7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body protects itself from germs and disease with secretions and the immune system; *understand that the body's skin tears, earwax, nose hair, mucus, and stomach acid helps protect the body; Unit 7, Chapter 13, Topic 2, pages 396-397 Fighting Disease.	Question Level: 2/3 (1 as needed) *What is bacteria? *What is a virus? *How do white blood cells and antibodies help protect us? *How does our body help protect us from disease?
Wed 01/19/11	TEKS: 3.2(A-D); 3.3(A,C,E); 3.4(B); 3.9(A) AO#7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body protects itself from germs and disease with secretions and the immune system; *understand that the body's skin tears, earwax, nose hair, mucus, and stomach acid helps protect the body; *know what the immune system is and how it helps protect us. Unit 7, Chapter 13, Topic 2, pages 398-402 Fighting Disease.	*How does our body protect itself? *What is bacteria? *What is a virus? *How do white blood cells and antibodies help protect us? *How does our body help protect us from disease? *What makes you sick?

Thurs. 01/20/11	TEKS: 3.2(A-D); 3.3(A,C,E); 3.4(B); 3.9(A) AO#7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body protects itself from germs and disease with secretions and the immune system; *understand that the body's skin tears, earwax, nose hair, mucus, and stomach acid helps protect the body; *know what the immune system is and how it helps protect us. Unit 7, Chapter 13, Topic 2, pages 398-402 Fighting Disease.	*How does our body protect itself? *What is bacteria? *What is a virus? *How do white blood cells and antibodies help protect us? *How does our body help protect us from disease? *What makes you sick?
Fri 01/21/11	TEKS: 3.2(A-D); 3.3(A,C,E); 3.4(B); 3.9(A) AO#7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body protects itself from germs and disease with secretions and the immune system; *understand that the body's skin tears, earwax, nose hair, mucus, and stomach acid helps protect the body; *know what the immune system is and how it helps protect us. Unit 7, Chapter 13, Topic 2, pages 403-408 Fighting Disease.	*How does our body protect itself? *What is bacteria? *What is a virus? *How do white blood cells and antibodies help protect us? *How does our body help protect us from disease? *What makes you sick?

Week	TEKS	Course Objectives/Lesson Plan	Question Level
20			
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	
Mon	3.2(A-D);	*understand that the body protects itself from	*How does our body protect itself?
	3.3(A,C,E);	germs and disease with secretions and the	*What is bacteria?
01/24/11	3.4(A,B); 3.9(A) AO#7,8,9; 3.10(B); 3.11(D)	immune system;	*What is a virus?
		*understand that the body's skin tears, earwax,	*How do white blood cells and antibodies help
		nose hair, mucus, and stomach acid helps protect	protect us?
		the body;	*How does our body help protect us from disease?

	ELPS: 1C, 2C, 3D, 4F, and 5B	*know what the immune system is and how it helps protect us. Unit 7, Chapter 13 Review.	*What makes you sick?
Tues 01/25/11	TEKS: 3.2(A-D); 3.3(A,C,E); 3.4(A,B); 3.9(A) AO#7,8,9; 3.10(B); 3.11(D) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body protects itself from germs and disease with secretions and the immune system; *understand that the body's skin tears, earwax, nose hair, mucus, and stomach acid helps protect the body; *know what the immune system is and how it helps protect us. Unit 7, Chapter 13 Review.	<pre>Puestion Level: 2/3 (1 as needed) *How does our body protect itself? *What is bacteria? *What is a virus? *How do white blood cells and antibodies help protect us? *How does our body help protect us from disease? *What makes you sick?</pre>
Wed 01/26/11	TEKS: 3.2(A-D); 3.3(A,C,E); 3.4(A,B); 3.9(A) AO#7,8,9; 3.10(B); 3.11(D) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body protects itself from germs and disease with secretions and the immune system; *understand that the body's skin tears, earwax, nose hair, mucus, and stomach acid helps protect the body; *know what the immune system is and how it helps protect us. Unit 7, Chapter 13 Review.	*How does our body protect itself? *What is bacteria? *What is a virus? *How do white blood cells and antibodies help protect us? *How does our body help protect us from disease? *What makes you sick?
Thur. 01/27/11	TEKS: 3.2(A-D); 3.3(A,C,E); 3.4(A,B); 3.9(A) AO#7,8,9 3.10(B); 3.11(D)	TEKS Objective: Student is expected to: *understand that the body protects itself from germs and disease with secretions and the immune system; *understand that the body's skin tears, earwax, nose hair, mucus, and stomach acid helps protect the body;	*How does our body protect itself? *What is bacteria? *What is a virus? *How do white blood cells and antibodies help protect us? *How does our body help protect us from disease?

	ELPS: 1C, 2C, 3D, 4F, and 5B	*know what the immune system is and how it helps protect us. Unit 7, Chapter 13 Assessment.	*What makes you sick?
Fri 01/28/11	TEKS: 3.2(A-E); 3.3(B,D); ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and know the basic food groups; *understand that different foods contain different amounts of fat and know that carbohydrates, fats, and proteins have different	*What are nutrients? *How can we tell what is in the food we eat? *Is everything in our food good for us? Do all foods contain the same amounts of fat?
		functions; *identify fiber, minerals, vitamins, and water as other groups of nutrients. Unit 7, Chapter 14, Topic 3, pages 400-411 Food for Health.	

Week	TEKS	Course Objectives/Lesson Plan	Question Level
21			
	TEKS:	TEKS Objective: Student is expected to:	Ouestion Level: 2/3 (1 as needed)
	3.2(A-E); 3.3(B,D);	1	*What are nutrients? *How can we tell what is in the food we eat?
Mon 01/31/11	ELPS: 1C, 2C, 3D, 4F, and 5B	groups; *understand that different foods contain different amounts of fat and know that carbohydrates, fats, and proteins have different functions; *identify fiber, minerals, vitamins, and water as other groups of nutrients.	*Is everything in our food good for us? Do all foods contain the same amounts of fat?
		Unit 7, Chapter 14, Topic 3, pages 400-411 Food for Health.	

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	<u> </u>
	3.2(A-E); 3.3(B,D);	*understand that the body needs different kinds of	*What are nutrients?
		nutrients to stay healthy and know the basic food	*How can we tell what is in the food we eat?
		groups;	*Is everything in our food good for us? Do all
Tue	ELPS: 1C, 2C,	*understand that different foods contain different	foods contain the same amounts of fat?
02/01/11	3D, 4F, and 5B	amounts of fat and know that carbohydrates, fats,	
		and proteins have different functions;	
		*identify fiber, minerals, vitamins, and water as	
		other groups of nutrients.	
		Unit 7, Chapter 14, Topic 3, pages 400-411	
		Food for Health.	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	
	3.2(A-E); 3.3(B,D);	*understand that the body needs different kinds of	*What are nutrients?
		nutrients to stay healthy and know the basic food	*How can we tell what is in the food we eat?
*** 1	ELPS: 1C, 2C,	groups;	*Is everything in our food good for us? Do all
Wed	3D, 4F, and 5B	*understand that different foods contain different	foods contain the same amounts of fat?
02/02/11	3D, 11, and 3D	amounts of fat and know that carbohydrates, fats,	
		and proteins have different functions;	
		*identify fiber, minerals, vitamins, and water as other groups of nutrients.	
		Unit 7, Chapter 14, Topic 3, pages 400-411	
		Food for Health.	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	<u>12135</u> .	Student is expected to:	Ouestion Devel. 2/3 (1 as needed)
	3.2(A-E); 3.3(B,D);	*understand that the body needs different kinds of	*What are nutrients?
		nutrients to stay healthy and know the basic food	*How can we tell what is in the food we eat?
		groups;	*Is everything in our food good for us? Do all
Thurs.	ELPS: 1C, 2C,	*understand that different foods contain different	foods contain the same amounts of fat?
02/03/11	3D, 4F, and 5B	amounts of fat and know that carbohydrates, fats,	
		and proteins have different functions;	
		*identify fiber, minerals, vitamins, and water as	
		other groups of nutrients.	
		Unit 7, Chapter 14, Topic 3, pages 400-411	
		Food for Health.	

Student is expected to: **understand that the body needs different kinds of nutrients to stay healthy and know the basic food groups; **ELPS: 1C, 2C, Student is expected to: **What are nutrients? **What are carbohydrates? Proteins? **How can we tell what is in the food we eat? **What are outrients? **What are nutrients? **What are carbohydrates? Proteins? **What are carbohydrates? Proteins? **What are outrients? **What are nutrients? **What are outrients? **What a	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
3D, 4F, and 5B amounts of fat and know that carbohydrates, fats, and proteins have different functions; *identify fiber, minerals, vitamins, and water as other groups of nutrients. Unit 7, Chapter 14, Topic 3, pages 412-415 *How do we get energy from our food?	3.2(A-E); 3.3(B,D); ELPS: 1C, 2C,	Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and know the basic food groups; *understand that different foods contain different amounts of fat and know that carbohydrates, fats, and proteins have different functions; *identify fiber, minerals, vitamins, and water as other groups of nutrients.	*What are nutrients? *What are carbohydrates? Proteins? *How can we tell what is in the food we eat? *What else does your body need?

Week	TEKS	Course Objectives/Lesson Plan	Question Level
22	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	3.2(A-E); 3.3(B,D);	Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and know the basic food	*What are nutrients? *What are carbohydrates? Proteins?
Mon 02/07/11	ELPS: 1C, 2C, 3D, 4F, and 5B	groups; *understand that different foods contain different amounts of fat and know that carbohydrates, fats, and proteins have different functions; *identify fiber, minerals, vitamins, and water as	*How can we tell what is in the food we eat? *What else does your body need? *How do we get energy from our food?
		other groups of nutrients. Unit 7, Chapter 14, Topic 3, pages 412-415 Food for Health.	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	3.2(A-E); 3.3(B,D);	Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and know the basic food	*What are nutrients? *What are carbohydrates? Proteins?
Tues. 02/08/11	ELPS: 1C, 2C, 3D, 4F, and 5B	groups; *understand that different foods contain different amounts of fat and know that carbohydrates, fats, and proteins have different functions; *identify fiber, minerals, vitamins, and water as	*How can we tell what is in the food we eat? *What else does your body need? *How do we get energy from our food?
		other groups of nutrients. Unit 7, Chapter 14, Topic 3, pages 412-415 Food for Health.	

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	<u> </u>	Student is expected to:	Question Beven 2/0 (1 as needed)
	3.2(A-E); 3.3(B,D);	*understand that the body needs different kinds of nutrients to stay healthy and know the basic food	*What is the food pyramid and how can we use it to stay healthy?
		groups;	*How can we tell what is in the food we eat?
Wed.	ELPS: 1C, 2C,	*understand that different foods contain different	*Is everything in our food good for us? Do all
02/09/11	3D, 4F, and 5B	amounts of fat and know that carbohydrates, fats,	foods contain the same amounts of fat?
		and proteins have different functions;	
		*identify fiber, minerals, vitamins, and water as	
		other groups of nutrients.	
		Unit 7, Chapter 14, Topic 3, pages 416-419	
		Food for Health.	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	2.2(A E), 2.2(B D),	Student is expected to:	MAX71
	3.2(A-E); 3.3(B,D);	*understand that the body needs different kinds of	*What is the food pyramid and how can we use it
		nutrients to stay healthy and know the basic food	to stay healthy? *How can we tell what is in the food we eat?
Thurs.	ELPS: 1C, 2C,	groups; *understand that different foods contain different	*Is everything in our food good for us? Do all
02/10/11	3D, 4F, and 5B	amounts of fat and know that carbohydrates, fats,	foods contain the same amounts of fat?
02/10/11	, ,	and proteins have different functions;	loods contain the same amounts of fat:
		*identify fiber, minerals, vitamins, and water as	
		other groups of nutrients.	
		Unit 7, Chapter 14, Topic 3, pages 416-419	
		Food for Health.	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	
	3.2(A-E); 3.3(B,D);	*understand that the body needs different kinds of	*What is the food pyramid and how can we use it
		nutrients to stay healthy and know the basic food	to stay healthy?
	ELPS: 1C, 2C,	groups;	*How can we tell what is in the food we eat?
Fri	3D, 4F, and 5B	*understand that different foods contain different	*Is everything in our food good for us? Do all
02/11/11	JD, 41', alla JD	amounts of fat and know that carbohydrates, fats,	foods contain the same amounts of fat?
		and proteins have different functions;	
		*identify fiber, minerals, vitamins, and water as	
		other groups of nutrients.	
		Unit 7, Chapter 14, Topic 3, pages 416-419 Food for Health.	
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Week 23	TEKS	Course Objectives/Lesson Plan	Question Level
Mon 02/14/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Topic 4, pages 420-421	<pre>What is digestion? *How does the body break down food to use it as fuel? *What does saliva do for us?</pre>
Tue 02/15/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	Food, A Fuel. TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Topic 4, pages 420-421 Food, A Fuel.	Question Level: 2/3 (1 as needed) *What is digestion? *How does the body break down food to use it as fuel? *What does saliva do for us?
Wed 02/16/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Topic 4, pages 420-421 Food, A Fuel.	*What is digestion? *How does the body break down food to use it as fuel? *What does saliva do for us?
Thurs. 02/17/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Topic 4, pages 422-425 Food, A Fuel.	*What is digestion? *How does the body break down food to use it as fuel? *What does saliva do for us? *What are the taste buds and how do we use them when we eat? *Explain the difference between the small and large intestines jobs? The job of the stomach?

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
Fri 02/18/11	3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Topic 4, pages 422-425 Food, A Fuel.	*What is digestion? *How does the body break down food to use it as fuel? *What does saliva do for us? *What are the taste buds and how do we use them when we eat? *Explain the difference between the small and large intestines jobs? The job of the stomach?

Week 24	TEKS	Course Objectives/Lesson Plan	Question Level
Mon. 02/21/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Topic 4, pages 422-425 Food, A Fuel.	*What is digestion? *How does the body break down food to use it as fuel? *What does saliva do for us? *What are the taste buds and how do we use them when we eat? *Explain the difference between the small and large intestines jobs? The job of the stomach?
Tues. 02/22/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Topic 4, pages 426-429 Food, A Fuel.	Question Level: 2/3 (1 as needed) *How can we take care of our digestive system? *What digestion? *How does the body break down food to use it as fuel? *What can we tell about the job our throat plays in digestion based on the pictures on page 428-429?

Wed 02/23/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Topic 4, pages 426-429	*How can we take care of our digestive system? *What digestion? *How does the body break down food to use it as fuel? *What can we tell about the job our throat plays in digestion based on the pictures on page 428-429?
Thurs. 02/24/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	Food, A Fuel. TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Topic 4, pages 426-429 Food, A Fuel.	*What digestion? *How does the body break down food to use it as fuel? *What can we tell about the job our throat plays in digestion based on the pictures on page 428-429?
Fri. 02/25/11	Early Release No Science	Early Release No Science	Early Release No Science

3rd Grade: Science		5th 6 Weeks Outline	Gomez, Hargrove, Marquez
Week	TEKS	Course Objectives/Lesson Plans	Question Level
25			
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	
	3.2(A-D); 3.5(B);	*understand that the body needs different kinds of	*What does our body do with food? What does
Mon	3.9(A); AO#1,2,7,8,9	nutrients to stay healthy and that the body breaks	our body need to stay healthy?
02/28/11	AO#1,2,7,8,9	down food though a process of digestion;	*How does the body break down food to use it as
	ELPS: 1C, 2C,	*understand that role of different body parts in the	fuel?
	3D, 4F, and 5B	process of digestion;	*What does saliva do for us?
	3D, 11, and 3D		
		Unit 7, Chapter 14, Review.	

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
Tue 03/01/11	3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14, Review.	*What does our body do with food? What does our body need to stay healthy? *How does the body break down food to use it as fuel? *What does saliva do for us?
Wed 03/02/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7, Chapter 14 Assessment.	*What does our body do with food? What does our body need to stay healthy? *How does the body break down food to use it as fuel? *What does saliva do for us?
Thurs. 03/03/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7 (Chapter 13 & 14) Review.	*What does our skin do? What are the layers of the skin called? How does our body protect us from disease? *What does our body do with food? What does our body need to stay healthy? *How does the body break down food to use it as fuel? *What does saliva do for us?
Fri 03/04/11	TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9 ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food though a process of digestion; *understand that role of different body parts in the process of digestion; Unit 7 (Chapter 13 & 14) Assessment.	*What does our skin do? What are the layers of the skin called? How does our body protect us from disease? *What does our body do with food? What does our body need to stay healthy? *How does the body break down food to use it as fuel?

Week	TEKS	Course Objectives/Lesson Plans	Question Level
26			
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
Mon 03/07/11	3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A); ELPS: 1C, 2C, 3D, 4F, and 5B	Student is expected to: *understand why 2 things cannot be in the same place at the same time; *understand the concepts of matter and mass; and *determine which objects take up more space than others (larger objects take up more space) Unit 3, Chapter 5, Topic 1, pages 130-139 Page Chapter Trace and Page (Matter)	*Explain mass and volume, giving example; *Why cant 2 objects be in the same place at the same time? *On page 130, is there more space in the 2 nd fishbowl? Explain why or why not.;
	TEKS:	Rocks, Clocks, Trees and Bees (Matter)	Overtion Levels 2/2 (1 as needed)
Tue 03/08/11	3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A); ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand why 2 things cannot be in the same place at the same time; *understand the concepts of matter and mass; *determine which objects take up more space than others (larger objects take up more space); and *understand how to measure mass. Unit 3, Chapter 5, Topic 1, pages 130-139 Rocks, Clocks, Trees and Bees (Matter)	*What is mass? Explain; *What is volume? Explain; *Can you tell by looking which objects have more volume? Why or why not; *Look at the picture on p. 132, which has more volume-the beach ball, basketball or tennis ball? Why?
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
Wed 03/09/11	3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A); ELPS: 1C, 2C, 3D, 4F, and 5B	Student is expected to: *understand why 2 things cannot be in the same place at the same time; *understand matter, mass, volume and weight; *determine which objects take up more space than others (larger objects take up more space); and *understand how to measure mass. Unit 3, Chapter 5, Topic 1, pages 130-139 Rocks, Clocks, Trees and Bees (Matter)	*How are mass and weight related? *What is mass? Explain; *Can you tell by looking which objects have more volume? Why or why not; *Look at the picture on p. 132, which has more volume-the beach ball, basketball or tennis ball? Why?
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
Thurs. 03/10/11	3.1(A); 3.2(A-E); 3.4(A); 3.7(B); ELPS: 1C, 2C, 3D, 4F, and 5B	*understand that there are different forms of matter-solids, liquids and gases and be able to identify each and explain how they change; and *understand that they have different properties. Unit 3, Chapter 5, Topic 2, pages 140-151 Comparing Solids, Liquids and Gases (Matter)	*What is a solid? Explain; *What is a liquid? Explain; *What is a gas? Explain; *How can you tell if a object is a solid, liquid or a gas?

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	* How do we classify matter?
	3.1(A); 3.2(A-E);	*understand that there are different forms of	*How can matter change forms?
Fri	3.4(A); 3.7(B);	matter-solids, liquids and gases and be able to	*How can you tell if a object is a solid, liquid or a
03/11/11		identify each and explain how they change; and	gas?
	ELPS: 1C, 2C,	*understand that they have different properties.	*Can matter change forms and still keep the same
	3D, 4F, and 5B	Unit 3, Chapter 5, Topic 2, pages 140-151	properties? Explain.
		Comparing Solids, Liquids and Gases (Matter)	

SPRING BREAK March 14-18

Week	TEKS	Course Objectives/Lesson Plans	Question Level
27			
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	* How do we classify matter?
	3.1(A); 3.2(A-E);	*understand that there are different forms of	*How can matter change forms?
Mon	3.4(A); 3.7(B);	matter-solids, liquids and gases and be able to	*How can you tell if a object is a solid, liquid or a
03/21/11		identify each and explain how they change; and	gas?
	ELPS: 1C, 2C,	*understand that they have different properties.	*Can matter change forms and still keep the same
	3D, 4F, and 5B	Unit 3, Chapter 5, Topic 2, pages 140-151	properties? Explain.
		Comparing Solids, Liquids and Gases (Matter)	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	* How do we classify matter?
Tue	3.1(A); 3.2(A-E);	*understand that there are different forms of	*How can matter change forms?
03/22/11	3.4(A); 3.7(B);	matter-solids, liquids and gases and be able to	*How can you tell if a object is a solid, liquid or a
03/22/11		identify each and explain how they change; and	gas?
	ELPS: 1C, 2C,	*understand that they have different properties.	*Can matter change forms and still keep the same
	3D, 4F, and 5B	Unit 3, Chapter 5, Topic 2, pages 140-151	properties? Explain.
		Comparing Solids, Liquids and Gases (Matter)	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	* Explain some properties of matter?
	3.2(A-E); 3.3(A);	*understand that all matter is made up of the same	*How do we classify matter?
Wed	3.4(A); 3.7(A,B);	basic building blocks;	*How can matter change forms?
03/23/11	3.9(A); 3.11(A)	*Understand the properties of matter; and	*Can matter change forms and still keep the same
03/23/11	EL DG 1G 2G	*identify different metals and elements.	properties? Explain. And
	ELPS: 1C, 2C,	Unit 3, Chapter 5, Topic 3, pages 152-161	*On p. 152, which objects should be attracted to
	3D, 4F, and 5B	Building Blocks of Matter	magnets

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
There	3.2(A-E); 3.3(A);	Student is expected to:	* Explain some properties of matter?
		*understand that all matter is made up of the same	*How do we classify matter?
	3.4(A); 3.7(A,B);	basic building blocks;	*How can matter change forms?
Thurs. 03/24/11	3.9(A); 3.11(A)	*Understand the properties of matter; and	*Can matter change forms and still keep the same
03/24/11		*identify different metals and elements.	properties? Explain. And
	ELPS: 1C, 2C,	Unit 3, Chapter 5, Topic 3, pages 152-161	*On p. 152, which objects should be attracted to
	3D, 4F, and 5B	Building Blocks of Matter	magnets
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	I		Question Ecven 2/3 (1 us needed)
		Student is expected to:	* Explain some properties of matter?
	3.2(A-E); 3.3(A);		
Eni	3.2(A-E); 3.3(A); 3.4(A); 3.7(A,B);	Student is expected to:	* Explain some properties of matter?
Fri	3.2(A-E); 3.3(A);	Student is expected to: *understand that all matter is made up of the same	* Explain some properties of matter? *How do we classify matter?
Fri 03/25/11	3.2(A-E); 3.3(A); 3.4(A); 3.7(A,B); 3.9(A); 3.11(A)	Student is expected to: *understand that all matter is made up of the same basic building blocks;	* Explain some properties of matter? *How do we classify matter? *How can matter change forms?
	3.2(A-E); 3.3(A); 3.4(A); 3.7(A,B); 3.9(A); 3.11(A) ELPS: 1C, 2C,	Student is expected to: *understand that all matter is made up of the same basic building blocks; *Understand the properties of matter; and	* Explain some properties of matter? *How do we classify matter? *How can matter change forms? *Can matter change forms and still keep the same
	3.2(A-E); 3.3(A); 3.4(A); 3.7(A,B); 3.9(A); 3.11(A)	Student is expected to: *understand that all matter is made up of the same basic building blocks; *Understand the properties of matter; and *identify different metals and elements.	* Explain some properties of matter? *How do we classify matter? *How can matter change forms? *Can matter change forms and still keep the same properties? Explain. And

Week 28	TEKS	Course Objectives/Lesson Plans	Question Level
Mon 03/28/11	TEKS: 3.2(A-E); 3.3(A); 3.4(A); 3.7(A,B); 3.9(A); 3.11(A) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that all matter is made up of the same basic building blocks; *Understand the properties of matter; and *identify different metals and elements. Unit 3, Chapter 5, Topic 3, pages 152-161 Building Blocks of Matter	Ouestion Level: 2/3 (1 as needed) * Explain some properties of matter? *How do we classify matter? *How can matter change forms? *Can matter change forms and still keep the same properties? Explain. And *On p. 152, which objects should be attracted to magnets
Tues 03/29/11	TEKS: 3.2(A-E); 3.4(A); 3.7(A); 3.9(A); ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that heat is a form of energy that can change matter and is measured by temperature; *understand why some materials heat up more than others and be able to conclude that heat moves from warmer things to cooler things; and Unit 3, Chapter 6, Topic 4, pages 164-173 Heat (Matter and Energy)	Question Level: 2/3 (1 as needed) *What is meant by "heat"? What can heat do? *What is happening on p. 164? *How can heat change matter? *How is heat measured? *How does heat or heat waves move through objects – warmer to cooler or cooler to warmer? *How can you control the flow of heat?

Wed 03/30/11	TEKS: 3.2(A-E); 3.4(A); 3.7(A); 3.9(A); ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that heat is a form of energy that can change matter and is measured by temperature; *understand why some materials heat up more than others and be able to conclude that heat moves from warmer things to cooler things; and Unit 3, Chapter 6, Topic 4, pages 164-173 Heat (Matter and Energy)	Question Level: 2/3 (1 as needed) *What is meant by "heat"? What can heat do? *What is happening on p. 164? *How can heat change matter? *How is heat measured? *How does heat or heat waves move through objects – warmer to cooler or cooler to warmer? *How can you control the flow of heat?
Thurs 03/31/11	TEKS: 3.2(A-E); 3.4(A); 3.7(A); 3.9(A); ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that heat is a form of energy that can change matter and is measured by temperature; *understand why some materials heat up more than others and be able to conclude that heat moves from warmer things to cooler things; and Unit 3, Chapter 6, Topic 4, pages 164-173 Heat (Matter and Energy)	Question Level: 2/3 (1 as needed) *What is meant by "heat"? What can heat do? *What is happening on p. 164? *How can heat change matter? *How is heat measured? *How does heat or heat waves move through objects – warmer to cooler or cooler to warmer? *How can you control the flow of heat?
Fri 04/01/11	TEKS: 3.2(A-E); 3.4(A); 3.7(A); 3.9(A); ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that heat is a form of energy that can change matter and is measured by temperature; *understand why some materials heat up more than others and be able to conclude that heat moves from warmer things to cooler things; and Unit 3, Chapter 6, Topic 4, pages 164-173 Heat (Matter and Energy)	Question Level: 2/3 (1 as needed) *What is meant by "heat"? What can heat do? *What is happening on p. 164? *How can heat change matter? *How is heat measured? *How does heat or heat waves move through objects – warmer to cooler or cooler to warmer? *How can you control the flow of heat?

Week	TEKS	Course Objectives/Lesson Plans	Question Level
29	TELZO.	TELE OL: -42	Overther, I and 2/2 (1 and all)
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is meant by "light"? How does light travel?
Mon	3.2(A-E); 3.4(A);	*understand that light is a form of energy that	*What is happening on p. 174?
04/04/11	3.7(A); 3.9(A); 3.11(C,D)	travels in a straight line from its source and can	*How can light change matter?
		change matter; and	*What are the properties of materials that light can
		*understand the kinds of materials that light can	pass through?

	ELPS: 1C, 2C,	pass through and the 2 conditions that can change	*How is light used today?
	3D, 4F, and 5B	how light travels.	*How are shadows created?
		Unit 3, Chapter 6, Topic 5, pages 174-181 Light	
		(Matter and Energy)	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is meant by "light"? How does light travel?
	3.2(A-E); 3.4(A);	*understand that light is a form of energy that	*What is happening on p. 174?
	3.7(A); 3.9(A);	travels in a straight line from its source and can	*How can light change matter?
Tues	3.11(C,D)	change matter; and	*What are the properties of materials that light can
04/05/11	TT D G 46 46	*understand the kinds of materials that light can	pass through?
	ELPS: 1C, 2C,	pass through and the 2 conditions that can change	*How is light used today?
	3D, 4F, and 5B	how light travels.	*How are shadows created?
		Unit 3, Chapter 6, Topic 5, pages 174-181 Light	
		(Matter and Energy)	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is meant by "electricity"? How does it
	3.1(B); 3.2(A-E); 3.3(C); 3.4(A);	*understand that electricity is a form of energy	travel?
Wed		that travels in a path called a circuit;	*What is happening on p. 182?
04/06/11	3.5(B)	*understand the parts of an electrical system, how	*How do the parts of an electrical system work
04/00/11	FI DO 10 OC	they work; and that the switch controls the flow of	together? What is a circuit?
	ELPS: 1C, 2C, 3D, 4F, and 5B	energy; and	*What part of the electrical system controls the
		*understand how electricity is used today.	flow of energy?
		Unit 3, Chapter 6, Topic 6, pages 182-188	*How is electricity used today?
		Electricity (Matter and Energy)	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is matter? What forms can matter take?
	3.1(A,B); 3.2(A-E);	*understand matter, the different forms it can take	How can matter change?
Thurs.	3.3(C); 3.4(A);	and how matter can change;	*What is heat? Light?
04/07/11	3.5(B); 3.7(A);	*understand heat, light and electricity as related to	*What is meant by "electricity"? How does it
U-T/U // 11	3.9(A); 3.11(C,D)	matter and energy; and	travel?
	EL DC. 1C 2C	*understand how magnetism works.	*What is happening on p. 182?
	ELPS: 1C, 2C,	Unit 3, Chapters 5-6, Review (Matter and	*How do the parts of an electrical system work
	3D, 4F, and 5B	Energy) – P. 162 & 189-190	together? What is a circuit?

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is matter? What forms can matter take?
	3.1(A,B); 3.2(A-E);	*understand matter, the different forms it can take	How can matter change?
Fri	3.3(C); 3.4(A);	and how matter can change;	*What is heat? Light?
04/08/11	3.5(B); 3.7(A);	*understand heat, light and electricity as related to	*What is meant by "electricity"? How does it
	3.9(A); 3.11(C,D)	matter and energy; and	travel?
	TI DG 4G AG	*understand how magnetism works.	*What is happening on p. 182?
	ELPS: 1C, 2C,	Unit 3, Chapters 5-6 Assessment (Matter and	*How do the parts of an electrical system work
	3D, 4F, and 5B	Energy)	together? What is a circuit?

Week 30	TEKS	Course Objectives/Lesson Plans	Question Level
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is motion and movement?
	3.2(A-E);	*understand things move, what is meant by	*What makes something move?
Mon	3.3(A,C,D); 3.4(A);	motion, location and speed, and what makes	*What is happening on p. 66?
04/11/11	3.6(A)	things move; and	* Can objects move in different ways?
		*understand why some things move faster than	*Do all objects move at the same speed? Why or
	ELPS: 1C, 2C,	others and what makes an object stop moving.	Why not? Explain.
	3D, 4F, and 5B	Unit 2, Chapter 3, Topic 1, pages 66-75 On	*What makes things move fast or slow?
		the Move (How Things Move)	*What makes and object stop moving.
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is motion and movement?
	3.2(A-E); 3.3(A,C,D); 3.4(A); 3.6(A)	*understand things move, what is meant by	*What makes something move?
Tues		motion, location and speed, and what makes	*What is happening on p. 66?
04/12/11		things move; and	* Can objects move in different ways?
04/12/11	TY DG 4G AG	*understand why some things move faster than	*Do all objects move at the same speed? Why or
	ELPS: 1C, 2C,	others and what makes an object stop moving.	Why not? Explain.
	3D, 4F, and 5B	Unit 2, Chapter 3, Topic 1, pages 66-75 On	*What makes things move fast or slow?
		the Move (How Things Move)	*What makes and object stop moving.
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is a push? A pull? What is a force?
	3.2(A-E);	*understand that pushes and pulls are forces	*What force is always pulling on you?
Wed	3.3(A,C,D); 3.4(A);	affected by strength, gravity and weight; and	*What is happening on p. 76?
04/13/11	3.6(A)	*understand what is meant by gravity and its	* Do different pushes and pulls require different
	EL DC. 10.00	relationship with weight.	strengths?
	ELPS: 1C, 2C,	Unit 2, Chapter 3, Topic 2, pages 76-85	
	3D, 4F, and 5B	Pushes and Pulls (How Things Move)	

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is a push? A pull? What is a force?
	3.2(A-E);	*understand that pushes and pulls are forces	*What force is always pulling on you?
	3.3(A,C,D); 3.4(A);	affected by strength, gravity and weight;	*What is happening on p. 76?
Thurs.	3.6(A)	*understand what is meant by gravity and its	* Do different pushes and pulls require different
04/14/11	TT DG 1G 6G	relationship with weight; and	strengths?
04/14/11	ELPS: 1C, 2C,	*understand things move, what is meant by	*Why are some objects harder to push or pull?
	3D, 4F, and 5B	motion, location and speed, and what makes	Explain
		things move;	*Why are some things heavier than others?
		Unit 2, Chapter 3, Topic 2, pages 76-85	*Why does a dog weight less on Mars? P. 83
		Pushes and Pulls (How Things Move)	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is a force?
	3.2(A-E); 3.3(A,E);	*understand motion, force, gravity, friction, and	*What force is always pulling on you?
	3.4(A); 3.6(A,B)	weight;	*What is happening on p. 86?
Fri		*understand that an unbalanced force, friction	* How does friction affect motion? Being
04/15/11	ELPS: 1C, 2C,	and weight can cause changes in motion; and	unbalanced?
	3D, 4F, and 5B	*understand why things move and how friction	*What is a change in motion? What can cause that
		between objects and be increased or decreased.	change? Explain
		Unit 2, Chapter 3, Topic 3, pages 86-95	*What happens to motion if forces are equal?
		Forces In Motion (How Things Move)	*Why do things stop moving?

3rd Grade: Science		6th 6 Weeks Outline	Gomez, Hargrove, Marquez
Week	TEKS	Course Objectives/Lesson Plans	Question Level
31			
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is a force?
	3.2(A-E); 3.3(A,E);	*understand motion, force, gravity, friction, and	*What force is always pulling on you?
Mon	3.4(A); 3.6(A,B)	weight;	*What is happening on p. 86?
Mon 04/18/11	ELPS: 1C, 2C, 3D, 4F, and 5B	*understand that an unbalanced force, friction	* How does friction affect motion? Being
04/18/11		and weight can cause changes in motion; and	unbalanced?
		*understand why things move and how friction	*What is a change in motion? What can cause that
		between objects and be increased or decreased.	change? Explain
		Unit 2, Chapter 3, Topic 3, pages 86-95	*What happens to motion if forces are equal?
		Forces In Motion (How Things Move)	*Why do things stop moving?

	TEKC.	TEVE Objectives	Overtion Level 2/2 (Learnesded)
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed) *What is work?
	3.1(A) 3.2(A-E);	Student is expected to:	
	3.3(A,D); 3.6(A,B)	*understand that work is the product of a force	*What is energy?
Tues.	$\int J_{1}J(\mathbf{A},\mathbf{D}),\ J_{1}U(\mathbf{A},\mathbf{D})$	changing the motion of an object; and	*What is happening on p. 98?
04/19/11	ELPS: 1C, 2C,	*understand energy, the different forms of	*Explain the different forms of energy?
	3D, 4F, and 5B	energy, and that energy can change from one	*How can energy change from one form to another?
	3D, 41', and 3D	form to another.	Explain
		Unit 2, Chapter 4, Topic 4, pages 98-105	*What do you need to get work done?
	TREEZO.	Doing Work (Work and Machines)	0
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	2 1(A D) 2 2(A E).	Student is expected to:	*What is work?
	3.1(A,B) 3.2(A-E); 3.3(A); 3.4(A);	*understand that work is the product of a force	*What is energy?
337 1	3.5(A), 3.4(A), 3.5(A,B); 3.6(A);	changing the motion of an object;	*What can make work easier?
Wed.	3.9(B)	*machines make work easier by applying or	*What is happening on p. 106? What tools or
04/20/11	3.5(B)	changing the direction of a force; and	machines do we see?
	ELPS: 1C, 2C,	*understand types of machines and simple	*Explain the different kinds of machines and simple
	3D, 4F, and 5B	machines.	machines that can make work easier?
	32, 11, una 32	Unit 2, Chapter 4, Topic 5, pages 106-115	*How do machines make our lives better? Give
	INDIX.C	Getting Work Done (Work and Machines)	examples.
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	3.1(A,B) 3.2(A-E); 3.3(A); 3.4(A);	Student is expected to:	*What is work?
		*understand that work is the product of a force	*What is energy?
Thurs	3.5(A), 3.4(A), 3.5(A,B); 3.6(A);	changing the motion of an object;	*What can make work easier?
Thurs	3.9(B)	*machines make work easier by applying or	*What is happening on p. 106? What tools or
04/21/11	2.5(2)	changing the direction of a force; and	machines do we see?
	ELPS: 1C, 2C,	*understand types of machines and simple	*Explain the different kinds of machines and simple
	3D, 4F, and 5B	machines.	machines that can make work easier?
	, , ,	Unit 2, Chapter 4, Topic 6, pages 116-124	*How do machines make our lives better? Give
	TEKC.	More Simple Machines (Work and Machines)	examples.
	TEKS:	TEKS Objective: Student is expected to:	<u>Ouestion Level: 2/3 (1 as needed)</u> *How do things move? What is work?
	3.1(A,B) 3.2(A-E);	-	
	3.3(A); 3.4(A);	*understand that work is the product of a force	*What is energy? *What can make work easier?
D!	3.5(A,B); 3.6(A);	changing the motion of an object;	*What is happening on p. 106? What tools or
L-1*1			
Fri.		*machines make work easier by applying or	
04/22/11	3.9(B)	changing the direction of a force; and	machines do we see?
	3.9(B)	changing the direction of a force; and *understand types of machines and simple	machines do we see? *Explain the different kinds of machines and simple
	3.9(B) ELPS: 1C, 2C,	changing the direction of a force; and *understand types of machines and simple machines.	machines do we see? *Explain the different kinds of machines and simple machines that can make work easier?
	3.9(B)	changing the direction of a force; and *understand types of machines and simple	machines do we see? *Explain the different kinds of machines and simple

Week	TEKS	Course Objectives/Lesson Plans	Question Level
32			
Mon 04/25/11	TEKS: 3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A); 3.11(A) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that rocks are comprised of minerals, are formed in various ways and lie under all landforms; *differentiate how rocks are alike and different; and explore what makes up rocks; *understand rocks are a type of matter. Unit 5, Chapter 9, Topic 1, p. 257-267 Looking Under Your Feet (The Changing Earth-Rocks and Resources)	Question Level: 2/3 (1 as needed) *What are rocks made of? *How are rocks formed? Identify three ways that rocks can be formed? *Explain why we say that rocks are under all landforms? *Explain the connection between rocks and minerals? *Compare and contrast different types of rocks.
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
Tues. 04/26/11	3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A); 3.11(A) ELPS: 1C, 2C, 3D, 4F, and 5B	Student is expected to: *understand that rocks are comprised of minerals, are formed in various ways and lie under all landforms; *differentiate how rocks are alike and different; and explore what makes up rocks; *understand rocks are a type of matter. Unit 5, Chapter 9, Topic 1, p. 257-267 Looking Under Your Feet (The Changing Earth-Rocks and Resources)	*What are rocks made of? *How are rocks formed? Identify three ways that rocks can be formed? *Explain why we say that rocks are under all landforms? *Explain the connection between rocks and minerals? *Compare and contrast different types of rocks.
Wed. 04/27/11	TEKS: 3.1(A) 3.2(A-E); 3.4(A); 3.6(B); 3.8(D); 3.11(A,B) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that rocks are comprised of minerals, are formed in various ways and lie under all landforms; *differentiate how rocks are alike and different; and explore what makes up rocks; *understand how rocks change, including the processes of weathering and erosion. Unit 5, Chapter 9, Topic 2, p. 268-277 Slow Changes (The Changing Earth-Rocks and Resources)	*How are rocks formed? Identify three ways that rocks can be formed? *Explain what is meant by erosion. Explain what is meant by weathering. *Explain the connection between rocks and minerals. *Identify weathering and erosion in your community, in other parts of the state, etc.

Thurs. 04/28/11	TEKS: 3.1(A) 3.2(A-E); 3.4(A); 3.6(B); 3.8(D); 3.11(A,B) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that rocks are comprised of minerals, are formed in various ways and lie under all landforms; *differentiate how rocks are alike and different; and explore what makes up rocks; *understand how rocks change, including the processes of weathering and erosion. Unit 5, Chapter 9, Topic 2, p. 268-277 Slow Changes (The Changing Earth-Rocks and Resources)	*How are rocks formed? Identify three ways that rocks can be formed? *Explain what is meant by erosion. Explain what is meant by weathering. *Explain the connection between rocks and minerals. *Identify weathering and erosion in your community, in other parts of the state, etc.
Fri 04/29/11	TEKS: 3.2(A-E); 3.3(C,D,E); 3.4(A); 3.6(B) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that rocks are comprised of minerals, are formed in various ways and lie under all landforms; *differentiate how rocks are alike and different; and explore what makes up rocks; *understand how rocks change fast, including the processes of landslides, volcanoes and hurricanes. Unit 5, Chapter 9, Topic 3, p. 278-287 Fast Changes (The Changing Earth-Rocks and Resources)	*How can the land be changes quickly? Identify three ways that rocks can be formed slowly? *Explain what is meant by landslide. *What is a hurricane? How are they formed? How do they change the land? Do they change the land fast or slow? *Describe a volcano. How does a volcano change the land around it? Is the change fast or slow? Explain.

Week	TEKS	Course Objectives/Lesson Plans	Question Level
33			
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	
Mon	3.2(A-E);	*understand that rocks are comprised of	*How can the land be changes quickly? Identify
05/02/11	3.3(C,D,E); 3.4(A);	minerals, are formed in various ways and lie	three ways that rocks can be formed slowly?
	3.6(B)	under all landforms;	*Explain what is meant by landslide.
		*differentiate how rocks are alike and different;	*What is a hurricane? How are they formed? How
	ELPS: 1C, 2C,	and explore what makes up rocks;	do they change the land? Do they change the land

	3D, 4F, and 5B	*understand how rocks change fast, including the processes of landslides, volcanoes and hurricanes. Unit 5, Chapter 9, Topic 3, p. 278-287 Fast Changes (The Changing Earth-Rocks and Resources)	fast or slow? *Describe a volcano. How does a volcano change the land around it? Is the change fast or slow? Explain.
Tues. 05/03/11	TEKS: 3.1(A,B); 3.2(A-E); 3.3(E); 3.4(A); 3.9(A); 3.11(A,B) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that rocks and soil are important natural resources and be able to define what is a natural resource and give examples; *understand what soil is made of and how it is formed; *identify that the properties of different soils vary these properties affect plant growth. Unit 5, Chapter 10, Topic 4, p. 290-299 Rocks and Soil: Two Resources (What Earth Provides-Rocks and Resources)	*What is meant by "natural resources"? Give examples. *Explain what soil is- what it is made of and how it is formed. *Is soil a natural resource? Why or why not, explain. *What are some properties of different soil and can these different properties affect plant growth? How?.
Wed. 05/04/11	TEKS: 3.1(A,B); 3.2(A-E); 3.3(E); 3.4(A); 3.9(A); 3.11(A,B) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand that rocks and soil are important natural resources and be able to define what is a natural resource and give examples; *understand what soil is made of and how it is formed; *identify that the properties of different soils vary these properties affect plant growth. Unit 5, Chapter 10, Topic 4, p. 290-299 Rocks and Soil: Two Resources (What Earth Provides-Rocks and Resources)	*What is meant by "natural resources"? Give examples. *Explain what soil is- what it is made of and how it is formed. *Is soil a natural resource? Why or why not, explain. *What are some properties of different soil and can these different properties affect plant growth? How?.
Thurs. 05/05/11	TEKS: 3.1(A); 3.2(A-E); 3.3(C,D,E); 3.9(A); 3.11(A)	TEKS Objective: Student is expected to: *understand and be able to define "natural resources" and give examples including, coal, gas, oil, water, wood and air; *understand the difference between renewable	Question Level: 2/3 (1 as needed) *What is meant by "natural resources"? Give examples. *Explain the difference between renewable and nonrenewable.

	ELPS: 1C, 2C,	and nonrenewable resources;	*List several different nonrenewable resources (coal,
	3D, 4F, and 5B	*understand that some resources are more	oil, gas).
		difficult to get than others.	*What are some of our most important resources that
		Unit 5, Chapter 10, Topic 5, p. 300-307 Other	we use daily in our lived (air, wood, water)?
		Natural Resources (What Earth Provides-	
		Rocks and Resources)	
	TEKS:	TEKS Objective:	Ouestion Level: 2/3 (1 as needed)
		Student is expected to:	
	3.1(B); 3.2(A-D);	*understand how resources can be preserved and	*What is meant by "natural resources"? Give
	3.3(B,C,D); 3.4(A);	conserved and what happens if we do not take	examples.
	3.8(C,D); 3.11(A)	care of our natural resources like air and water-	*Explain what is meant by conserving a natural
Fri	ELPS: 1C, 2C,	pollution;	resource.
05/06/11	3D, 4F, and 5B	*identify reusing and recycling as ways to	*List ways that we can conserve (reuse, reduce and
	3D, 4F, and 3B	conserve resources;	recycle)
		*understand pollution.	*What does pollution mean, explain and give
		Unit 5, Chapter 10, Topic 6, p. 308-316	examples of types of pollution in our lives today?
		Conserving Earth's Resources (What Earth	*What are some ways to identify if a body of water
		Provides-Rocks and Resources)	is polluted?

Week 34	TEKS	Course Objectives/Lesson Plans	Question Level
Mon 05/09/11	TEKS: 3.1(A,B); 3.2(A-E); 3.3(C,D,E); 3.4(A); 3.5(A,B); 3.6(A); 3.9(A,B); 3.11(A) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand how rocks and soil are formed and how they can be changed; understand how land can be changed slowly (erosion and weathering) or fast (hurricanes and volcanoes) *understand and be able to define "natural resources" and give examples including, coal, gas, oil, water, wood and air; *understand the difference between renewable and nonrenewable resources; Review Unit 5, Chapters 9-10, Topics 1-6, p. 257-316 (Rocks and Resources)-Earth Science	*What are rocks made of and how do they change? *What is soil made of and why is it a natural resource? What is meant by "natural resources"? Give examples. *Explain the difference between renewable and nonrenewable. *List several different nonrenewable resources (coal, oil, gas). *What are some of our most important resources that we use daily in our lived (air, wood, water)?

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
Tues. 05/10/11	3.1(A,B); 3.2(A-E); 3.3(C,D,E); 3.4(A); 3.5(A,B); 3.6(A); 3.9(A,B); 3.11(A) ELPS: 1C, 2C, 3D, 4F, and 5B	*understand how rocks and soil are formed and how they can be changed; understand how land can be changed slowly (erosion and weathering) or fast (hurricanes and volcanoes) *understand and be able to define "natural resources" and give examples including, coal, gas, oil, water, wood and air; *understand the difference between renewable and nonrenewable resources; Review Unit 5, Chapters 9-10, Topics 1-6, p. 257-316 (Rocks and Resources)-Earth Science	*What are rocks made of and how do they change? *What is soil made of and why is it a natural resource? What is meant by "natural resources"? Give examples. *Explain the difference between renewable and nonrenewable. *List several different nonrenewable resources (coal, oil, gas). *What are some of our most important resources that we use daily in our lived (air, wood, water)?
Wed. 05/11/11	TEKS: 3.1(A,B); 3.2(A-E); 3.3(C,D,E); 3.4(A); 3.5(A,B); 3.6(A); 3.9(A,B); 3.11(A) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand how rocks and soil are formed and how they can be changed; understand how land can be changed slowly (erosion and weathering) or fast (hurricanes and volcanoes) *understand and be able to define "natural resources" and give examples including, coal, gas, oil, water, wood and air; *understand the difference between renewable and nonrenewable resources; Assessment- Unit 5, Chapt. 9-10, Topics 1-6, p. 257-316 (Rocks &Resources)-Earth Science	*What are rocks made of and how do they change? *What is soil made of and why is it a natural resource? What is meant by "natural resources"? Give examples. *Explain the difference between renewable and nonrenewable. *List several different nonrenewable resources (coal, oil, gas). *What are some of our most important resources that we use daily in our lived (air, wood, water)?
Thurs. 05/12/11	TEKS: 3.2(A-E); 3.3(A,C,E); 3.4(A,B); 3.11(C,D) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *identify the Earth and the Sun and their properties; *understand the rotation and tilt of the Earth; *understand the Earth's rotation on its axis causes night and day and the tilt of the axis as the Earth orbits caused the seasons. Unit 4, Chapter 7, Topic 1, p. 193-203 Earth and the Sun (Traveling Around the Sun)	Question Level: 2/3 (1 as needed) *Explain everything you know about the Earth and the Sun. *What is rotation? How does the Earth rotate? What is the Earth's axis? *Describe the Earth's revolution around the Sun. *Explain what causes night and day. *Identify the relationship between Earth's tilted axis and the seasons.

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	1	Student is expected to:	*Explain everything you know about the Earth and
ļ	3.2(A-E);	*identify the Earth and the Sun and their	the Sun.
	3.3(A,C,E);	properties;	*What is rotation? How does the Earth rotate? What
	3.4(A,B); 3.11(C,D)	*understand the rotation and tilt of the Earth;	is the Earth's axis?
05/13/11		*understand the Earth's rotation on its axis	*Describe the Earth's revolution around the Sun.
ļ	ELPS: 1C, 2C,	causes night and day and the tilt of the axis as	*Explain what causes night and day.
	3D, 4F, and 5B	the Earth orbits caused the seasons.	*Identify the relationship between Earth's tilted axis
		Unit 4, Chapter 7, Topic 1, p. 193-203 Earth	and the seasons.
	1	and the Sun (Traveling Around the Sun)	

Week	TEKS	Course Objectives/Lesson Plans	Question Level
35	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	3.2(A-D); 3.3(A,C,D,E); 3.11(D)	Student is expected to:	*Describe the Earth's revolution around the Sun.
		*identify the Earth, the Sun, their properties and	*Explain what causes night and day.
		understand the rotation and tilt of the Earth;	*Identify the relationship between Earth's tilted axis
		*understand the Forth's rotation on its axis	and the seasons.
Mon	(-)	causes night and day and the tilt of the axis as	*Explain what you know about the Moon and its
05/16/11	ELPS: 1C, 2C,	the Earth orbits caused the seasons;	phases and physical features.
03/10/11	3D, 4F, and 5B	*understand the concept of "reflection" and how	*What is reflection and how does that affect the
	, , , ,	it's related to the Moon as it orbits Earth.	Moon?
		*understand the Moon and its phases.	*What are the similarities and differences of the
		Unit 4, Chapter 7, Topic 2, p. 204-213	Moon and the Earth?
		Exploring the Moon (Traveling Around the	Woon and the Earth:
		Sun)	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*Describe the Earth's revolution around the Sun.
	3.2(A-D);	*identify the Earth, the Sun, their properties and	*Explain what causes night and day.
	3.3(A,C,D,E); 3.11(D)	understand the rotation and tilt of the Earth;	*Identify the relationship between Earth's tilted axis
		*understand the Earth's rotation on its axis	and the seasons.
TT.		causes night and day and the tilt of the axis as	*Explain what you know about the Moon and its
Tues.	ELPS: 1C, 2C, 3D, 4F, and 5B	the Earth orbits caused the seasons;	phases and physical features.
05/17/11		*understand the concept of "reflection" and how	*What is reflection and how does that affect the
		it's related to the Moon as it orbits Earth.	Moon?
		*understand the Moon and its phases.	*What are the similarities and differences of the
		Unit 4, Chapter 7, Topic 2, p. 204-213	Moon and the Earth?
		Exploring the Moon (Traveling Around the	
		Sun)	

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*Describe the Earth's revolution around the Sun.
	3.2(A-D); 3.3(C);	*understand the Earth, the Sun, and the Moon;	*Explain what causes night and day.
	3.4(A); 3.11(C,D)	*understand the Earth's rotation on its axis	*Identify the relationship between Earth's tilted axis
		causes night and day and the tilt of the axis as	and the seasons.
Wed.	ELPS: 1C, 2C,	the Earth orbits caused the seasons;	*Explain what you know about the Moon and its
05/18/11	3D, 4F, and 5B	*understand the Moon and its phases.	phases and physical features.
03/16/11		*understand that the distance of the Moon and	*What is reflection and how does that affect the
		the Sun from Earth and their alignment with	Moon?
		Earth affect how they appear and cause eclipses.	*What are the similarities of the Moon and the
		Unit 4, Chapter 7, Topic 3, p. 214-223 Earth,	Earth?
		Sun and the Moon (Traveling Around the	*Describe the sizes and distances from the Earth for
		Sun)	the Sun and the Moon.
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*Describe the Earth's revolution around the Sun.
	3.2(A-D); 3.3(C);	*understand the Earth, the Sun, and the Moon;	*Explain what causes night and day.
	3.4(A); 3.11(C,D)	*understand the Earth's rotation on its axis	*Identify the relationship between Earth's tilted axis
	EL DG 1G 2G	causes night and day and the tilt of the axis as	and the seasons.
Thurs.	ELPS: 1C, 2C,	the Earth orbits caused the seasons;	*Explain what you know about the Moon and its
05/19/11	3D, 4F, and 5B	*understand the Moon and its phases.	phases and physical features.
03/17/11		*understand that the distance of the Moon and	*What is reflection and how does that affect the
		the Sun from Earth and their alignment with	Moon?
		Earth affect how they appear and cause eclipses.	*What are the similarities of the Moon and the
		Unit 4, Chapter 7, Topic 3, p. 214-223 Earth,	Earth?
		Sun and the Moon (Traveling Around the	*Describe the sizes and distances from the Earth for
		Sun)	the Sun and the Moon.
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	3.2(A-E); 3.3(C);	Student is expected to:	*Describe how the Earth, Sun and Moon are related.
	3.4(A); 3.7(A);	*understand the Earth, the Sun, and the Moon	*Describe the Earth's revolution around the Sun.
Fri	3.11(C,D)	and how they are related;	*Explain how we get energy from the Sun.
05/20/11	ELPS: 1C, 2C,	*understand the Sun's mass, size, energy and	*Describe the size and other features of the Sun.
02.20,11	3D, 4F, and 5B	solar storms and how it all affects the Earth;	*What are Solar Flares or Solar Storms and how do
	JD, 41', and JD	*Understand how we get energy and power from	they affect the Earth?
		the Sun;	*Explain how we obtain power from the Sun.
		.Unit 4, Chapter 8, Topic 4, p. 226-233 Here	
		Comes the Sun (The Sun and Its Planets)	

Week	TEKS	Course Objectives/Lesson Plans	Question Level
36	METZO	METAGOL: 4	0 (1 1 2 2 (1 1 1 1)
	<u>TEKS</u> :	TEKS Objective:	Question Level: 2/3 (1 as needed)
Mon 05/23/11	3.2(A-E); 3.3(C); 3.4(A); 3.7(A); 3.11(C,D) ELPS: 1C, 2C, 3D, 4F, and 5B	Student is expected to: *understand the Earth, the Sun, and the Moon and how they are related; *understand the Sun's mass, size, energy and solar storms and how it all affects the Earth; *Understand how we get energy and power from the Sun;	*Describe how the Earth, Sun and Moon are related. *Describe the Earth's revolution around the Sun. *Explain how we get energy from the Sun. *Describe the size and other features of the Sun. *What are Solar Flares or Solar Storms and how do they affect the Earth?
		.Unit 4, Chapter 8, Topic 4, p. 226-233 Here	*Explain how we obtain power from the Sun.
		Comes the Sun (The Sun and Its Planets)	2p.u no www. power noment sum
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
Tues. 05/24/11	3.1(A); 3.2(A-D); 3.3(C,D); 3.4(A); 3.11(C) ELPS: 1C, 2C, 3D, 4F, and 5B	Student is expected to: *understand the solar system including that it is made up of the Sun and all objects that orbit the Sun; *describe and compare the characteristics of the inner planets of the solar system and be able to model the planets in orbit; and *understand the Earth, the Sun, and the Moon and how they are related. .Unit 4, Chapter 8, Topic 5, p. 234-243 Looking at the Inner Planets (The Sun and Its Planets)	*What is the solar system and what is it made up of? *What are the 4 inner planets and describe the characteristics of each? *Compare and describe the characteristics of the inner planets of the solar system. *Explain how we get energy from the Sun. *Describe the size and other features of the Sun. *Explain how telescopes are used to study the solar system.
Wed. 05/25/11	TEKS: 3.1(A); 3.2(A-D); 3.3(C,D); 3.4(A); 3.11(C) ELPS: 1C, 2C, 3D, 4F, and 5B	TEKS Objective: Student is expected to: *understand the solar system including that it is made up of the Sun and all objects that orbit the Sun; *describe and compare the characteristics of the inner planets of the solar system and be able to model the planets in orbit; and *understand the Earth, the Sun, and the Moon and how they are relatedUnit 4, Chapter 8, Topic 5, p. 234-243 Looking at the Inner Planets (The Sun and Its Planets)	*What is the solar system and what is it made up of? *What are the 4 inner planets and describe the characteristics of each? *Compare and describe the characteristics of the inner planets of the solar system. *Explain how we get energy from the Sun. *Describe the size and other features of the Sun. *Explain how telescopes are used to study the solar system.

	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	
	3.1(A); 3.2(A-D);	*understand the solar system including that it is	*What is the solar system and what is it made up of?
	3.3(C,D,E); 3.4(A);	made up of the Sun and all objects that orbit the	*What are the 5 outer planets and describe the
	3.11(C)	Sun;	characteristics of each?
Thurs		*describe and compare the characteristics of the	*Compare and describe the characteristics of the
Thurs. 05/26/11	ELPS: 1C, 2C,	5 outer planets of the solar system and be able to	outer planets of the solar system.
03/20/11	3D, 4F, and 5B	model the planets in orbit; and	*Explain how we get energy from the Sun.
		*understand the Earth, the Sun, and the Moon	*Describe the size and other features of the Sun.
		and how they are related.	*Explain how telescopes are used to study the solar
		.Unit 4, Chapter 8, Topic 6, p. 244-253	system.
		Looking at the Outer Planets (The Sun and	*What are asteroids and comets and how do they
		Its Planets)	affect the solar system?
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	
	3.1(A); 3.2(A-D);	*understand the solar system including that it is	*What is the solar system and what is it made up of?
	3.3(C,D,E); 3.4(A);	made up of the Sun and all objects that orbit the	*What are the 5 outer planets and describe the
	3.11(C)	Sun;	characteristics of each?
Fri	ELPS: 1C, 2C, 3D, 4F, and 5B	*describe and compare the characteristics of the	*Compare and describe the characteristics of the
05/27/11		5 outer planets of the solar system and be able to	outer planets of the solar system.
03/21/11		model the planets in orbit; and	*Explain how we get energy from the Sun.
		*understand the Earth, the Sun, and the Moon	*Describe the size and other features of the Sun.
		and how they are related.	*Explain how telescopes are used to study the solar
		.Unit 4, Chapter 8, Topic 6, p. 244-253	system.
		Looking at the Outer Planets (The Sun and	*What are asteroids and comets and how do they
		Its Planets)	affect the solar system?

Week 37	TEKS	Course Objectives/Lesson Plans	Question Level
Mon	Holiday	Holiday	Holiday
05/30/11	No Science	No Science	No Science

	TEKS:	TEKS Objectives	Question Level: 2/3 (1 as needed)
Tues.	<u>1140</u> .	TEKS Objective: Student is expected to:	*What is the solar system and what is it made up of?
	3.1(A); 3.2(A-D);	*understand the solar system including that it is	*What are the inner and outer planets and describe
	3.3(C,D,E); 3.4(A);	made up of the Sun & all objects that orbit it;	the characteristics of each?
	3.11(C)	*describe and compare the characteristics of the	
05/31/11	0.11(0)		*Explain how we get energy from the Sun. *Describe the size and other features of the Sun.
03/31/11	ELPS: 1C, 2C,	inner and outer planets of the solar system and	
	3D, 4F, and 5B	be able to model the planets in orbit; and	*Explain the phases of the Moon.
	3D, 11, und 3D	*understand the Earth, the Sun, and the Moon	*What are asteroids and comets and how do they
		and how they are related.	affect the solar system?
	THEIZC.	Review Unit 4, Chapters 7-8, Topic 1-6	0
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
	0.1(A) 0.0(A D)	Student is expected to:	*What is the solar system and what is it made up of?
	3.1(A); 3.2(A-D);	*understand the solar system including that it is	*What are the inner and outer planets and describe
	3.3(C,D,E); 3.4(A);	made up of the Sun and all objects that orbit the	the characteristics of each?
Wed.	3.11(C)	Sun;	*Explain how we get energy from the Sun.
06/01/11	ELDS, 1C 2C	*describe and compare the characteristics of the	*Describe the size and other features of the Sun.
00/01/11	ELPS: 1C, 2C,	inner and outer planets of the solar system and	*Explain the phases of the Moon.
	3D, 4F, and 5B	be able to model the planets in orbit; and	*What are asteroids and comets and how do they
		*understand the Earth, the Sun, and the Moon	affect the solar system?
		and how they are related.	
		Review Unit 4, Chapters 7-8, Topic 1-6	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
		Student is expected to:	*What is the solar system and what is it made up of?
	3.1(A); 3.2(A-D);	*understand the solar system including that it is	*What are the inner and outer planets and describe
	3.3(C,D,E); 3.4(A);	made up of the Sun and all objects that orbit the	the characteristics of each?
Thurs.	3.11(C)	Sun;	*Explain how we get energy from the Sun.
06/02/11	TT D G 46 46	*describe and compare the characteristics of the	*Describe the size and other features of the Sun.
00/02/11	ELPS: 1C, 2C,	inner and outer planets of the solar system and	*Explain the phases of the Moon.
	3D, 4F, and 5B	be able to model the planets in orbit; and	*What are asteroids and comets and how do they
		*understand the Earth, the Sun, and the Moon	affect the solar system?
		and how they are related.	
		Assessment- Unit 4, Chapters 7-8, Topic 1-6	
	TEKS:	TEKS Objective:	Question Level: 2/3 (1 as needed)
Fri 06/03/11	3.1(A); 3.2(A-D);	Student is expected to:	*What is the main difference between living and
	3.3(C,D,E); 3.4(A);	*Understand all Science Topics including	non-living; What do all organisms need to survive?
	3.11(C)	Matter, the Solar System, Animals and habitats,	What is matter? What is the solar system and what is
	ELPS: 1C, 2C,	Health, Living and Non-living, etc. studied this	it made up of?
	3D, 4F, and 5B	year. Review Year at a Glance	•
		<u> </u>	