

Week 19	TEKS	Course Objectives/Lesson Plan	Question Level
Mon 01/17/11	Holiday	Holiday	Holiday
Tues 01/18/11	<p>TEKS: 3.2(A-D); 3.3(A,C,E); 3.4(B); 3.9(A) AO#7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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;</p> <p>Unit 7, Chapter 13, Topic 2, pages 396-397 Fighting Disease.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>
Wed 01/19/11	<p>TEKS: 3.2(A-D); 3.3(A,C,E); 3.4(B); 3.9(A) AO#7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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.</p> <p>Unit 7, Chapter 13, Topic 2, pages 398-402 Fighting Disease.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>

<p>Thurs. 01/20/11</p>	<p><u>TEKS:</u> 3.2(A-D); 3.3(A,C,E); 3.4(B); 3.9(A) AO#7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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.</p> <p>Unit 7, Chapter 13, Topic 2, pages 398-402 Fighting Disease.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>
<p>Fri 01/21/11</p>	<p><u>TEKS:</u> 3.2(A-D); 3.3(A,C,E); 3.4(B); 3.9(A) AO#7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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.</p> <p>Unit 7, Chapter 13, Topic 2, pages 403-408 Fighting Disease.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>

<p>Week 20</p>	<p>TEKS</p>	<p>Course Objectives/Lesson Plan</p>	<p>Question Level</p>
<p>Mon 01/24/11</p>	<p><u>TEKS:</u> 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)</p>	<p><u>TEKS Objective:</u> 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;</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>

	<p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>*know what the immune system is and how it helps protect us.</p> <p>Unit 7, Chapter 13 Review.</p>	<p>*What makes you sick?</p>
<p>Tues 01/25/11</p>	<p>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)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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.</p> <p>Unit 7, Chapter 13 Review.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>
<p>Wed 01/26/11</p>	<p>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)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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.</p> <p>Unit 7, Chapter 13 Review.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>
<p>Thur. 01/27/11</p>	<p>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)</p>	<p>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;</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>

	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 functions; *identify fiber, minerals, vitamins, and water as other groups of nutrients. Unit 7, Chapter 14, Topic 3, pages 400-411 Food for Health.	Question Level: 2/3 (1 as needed) *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?

Week 21	TEKS	Course Objectives/Lesson Plan	Question Level
Mon 01/31/11	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 functions; *identify fiber, minerals, vitamins, and water as other groups of nutrients. Unit 7, Chapter 14, Topic 3, pages 400-411 Food for Health.	Question Level: 2/3 (1 as needed) *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?

<p>Tue 02/01/11</p>	<p><u>TEKS:</u> 3.2(A-E); 3.3(B,D);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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. Unit 7, Chapter 14, Topic 3, pages 400-411 Food for Health.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>
<p>Wed 02/02/11</p>	<p><u>TEKS:</u> 3.2(A-E); 3.3(B,D);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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. Unit 7, Chapter 14, Topic 3, pages 400-411 Food for Health.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>
<p>Thurs. 02/03/11</p>	<p><u>TEKS:</u> 3.2(A-E); 3.3(B,D);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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. Unit 7, Chapter 14, Topic 3, pages 400-411 Food for Health.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>

<p>Fri 02/04/11</p>	<p>TEKS: 3.2(A-E); 3.3(B,D);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 functions; *identify fiber, minerals, vitamins, and water as other groups of nutrients. Unit 7, Chapter 14, Topic 3, pages 412-415 Food for Health.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*What are nutrients? *What are carbohydrates? Proteins? *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?</p>
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<p>Week 22</p>	<p>TEKS</p>	<p>Course Objectives/Lesson Plan</p>	<p>Question Level</p>
<p>Mon 02/07/11</p>	<p>TEKS: 3.2(A-E); 3.3(B,D);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 functions; *identify fiber, minerals, vitamins, and water as other groups of nutrients. Unit 7, Chapter 14, Topic 3, pages 412-415 Food for Health.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*What are nutrients? *What are carbohydrates? Proteins? *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?</p>
<p>Tues. 02/08/11</p>	<p>TEKS: 3.2(A-E); 3.3(B,D);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 functions; *identify fiber, minerals, vitamins, and water as other groups of nutrients. Unit 7, Chapter 14, Topic 3, pages 412-415 Food for Health.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*What are nutrients? *What are carbohydrates? Proteins? *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?</p>

<p>Wed. 02/09/11</p>	<p><u>TEKS:</u> 3.2(A-E); 3.3(B,D);</p> <p><u>ELPS:</u> 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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. Unit 7, Chapter 14, Topic 3, pages 416-419 Food for Health.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*What is the food pyramid and how can we use it to stay healthy? *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?</p>
<p>Thurs. 02/10/11</p>	<p><u>TEKS:</u> 3.2(A-E); 3.3(B,D);</p> <p><u>ELPS:</u> 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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. Unit 7, Chapter 14, Topic 3, pages 416-419 Food for Health.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*What is the food pyramid and how can we use it to stay healthy? *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?</p>
<p>Fri 02/11/11</p>	<p><u>TEKS:</u> 3.2(A-E); 3.3(B,D);</p> <p><u>ELPS:</u> 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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. Unit 7, Chapter 14, Topic 3, pages 416-419 Food for Health.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*What is the food pyramid and how can we use it to stay healthy? *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?</p>

Week 23	TEKS	Course Objectives/Lesson Plan	Question Level
Mon 02/14/11	<p><u>TEKS:</u> 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food through 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.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*What is digestion? *How does the body break down food to use it as fuel? *What does saliva do for us?</p>
Tue 02/15/11	<p><u>TEKS:</u> 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food through 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.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*What is digestion? *How does the body break down food to use it as fuel? *What does saliva do for us?</p>
Wed 02/16/11	<p><u>TEKS:</u> 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food through 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.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*What is digestion? *How does the body break down food to use it as fuel? *What does saliva do for us?</p>
Thurs. 02/17/11	<p><u>TEKS:</u> 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food through 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.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>

<p>Fri 02/18/11</p>	<p>TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 through 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.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>
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<p>Week 24</p>	<p>TEKS</p>	<p>Course Objectives/Lesson Plan</p>	<p>Question Level</p>
<p>Mon. 02/21/11</p>	<p>TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 through 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.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>
<p>Tues. 02/22/11</p>	<p>TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 through 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.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>

Wed 02/23/11	<p>TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 through a process of digestion; *understand that role of different body parts in the process of digestion;</p> <p>Unit 7, Chapter 14, Topic 4, pages 426-429 Food, A Fuel.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>
Thurs. 02/24/11	<p>TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 through a process of digestion; *understand that role of different body parts in the process of digestion;</p> <p>Unit 7, Chapter 14, Topic 4, pages 426-429 Food, A Fuel.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>
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 25	TEKS	Course Objectives/Lesson Plans	Question Level
Mon 02/28/11	<p>TEKS: 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 through a process of digestion; *understand that role of different body parts in the process of digestion;</p> <p>Unit 7, Chapter 14, Review.</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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?</p>

<p>Tue 03/01/11</p>	<p><u>TEKS:</u> 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food through a process of digestion; *understand that role of different body parts in the process of digestion;</p> <p>Unit 7, Chapter 14, Review.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>
<p>Wed 03/02/11</p>	<p><u>TEKS:</u> 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food through a process of digestion; *understand that role of different body parts in the process of digestion;</p> <p>Unit 7, Chapter 14 Assessment.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>
<p>Thurs. 03/03/11</p>	<p><u>TEKS:</u> 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food through a process of digestion; *understand that role of different body parts in the process of digestion;</p> <p>Unit 7 (Chapter 13 & 14) Review.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>
<p>Fri 03/04/11</p>	<p><u>TEKS:</u> 3.2(A-D); 3.5(B); 3.9(A); AO#1,2,7,8,9</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *understand that the body needs different kinds of nutrients to stay healthy and that the body breaks down food through a process of digestion; *understand that role of different body parts in the process of digestion;</p> <p>Unit 7 (Chapter 13 & 14) Assessment.</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>

Week 26	TEKS	Course Objectives/Lesson Plans	Question Level
Mon 03/07/11	<p><u>TEKS:</u> 3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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 Rocks, Clocks, Trees and Bees (Matter)</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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 2nd fishbowl? Explain why or why not.;</p>
Tue 03/08/11	<p><u>TEKS:</u> 3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>
Wed 03/09/11	<p><u>TEKS:</u> 3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>
Thurs. 03/10/11	<p><u>TEKS:</u> 3.1(A); 3.2(A-E); 3.4(A); 3.7(B);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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?</p>

Fri 03/11/11	<p><u>TEKS:</u> 3.1(A); 3.2(A-E); 3.4(A); 3.7(B);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u> * How do we classify matter? *How can matter change forms? *How can you tell if a object is a solid, liquid or a gas? *Can matter change forms and still keep the same properties? Explain.</p>
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SPRING BREAK March 14-18

Week 27	TEKS	Course Objectives/Lesson Plans	Question Level
Mon 03/21/11	<p><u>TEKS:</u> 3.1(A); 3.2(A-E); 3.4(A); 3.7(B);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u> * How do we classify matter? *How can matter change forms? *How can you tell if a object is a solid, liquid or a gas? *Can matter change forms and still keep the same properties? Explain.</p>
Tue 03/22/11	<p><u>TEKS:</u> 3.1(A); 3.2(A-E); 3.4(A); 3.7(B);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> Student is expected to: *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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u> * How do we classify matter? *How can matter change forms? *How can you tell if a object is a solid, liquid or a gas? *Can matter change forms and still keep the same properties? Explain.</p>
Wed 03/23/11	<p><u>TEKS:</u> 3.2(A-E); 3.3(A); 3.4(A); 3.7(A,B); 3.9(A); 3.11(A)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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</p>	<p><u>Question Level: 2/3 (1 as needed)</u> * 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</p>

<p>Thurs. 03/24/11</p>	<p>TEKS: 3.2(A-E); 3.3(A); 3.4(A); 3.7(A,B); 3.9(A); 3.11(A)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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</p>	<p>Question 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</p>
<p>Fri 03/25/11</p>	<p>TEKS: 3.2(A-E); 3.3(A); 3.4(A); 3.7(A,B); 3.9(A); 3.11(A)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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</p>	<p>Question 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</p>

<p>Week 28</p>	<p>TEKS</p>	<p>Course Objectives/Lesson Plans</p>	<p>Question Level</p>
<p>Mon 03/28/11</p>	<p>TEKS: 3.2(A-E); 3.3(A); 3.4(A); 3.7(A,B); 3.9(A); 3.11(A)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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</p>	<p>Question 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</p>
<p>Tues 03/29/11</p>	<p>TEKS: 3.2(A-E); 3.4(A); 3.7(A); 3.9(A);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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)</p>	<p>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?</p>

Wed 03/30/11	<p><u>TEKS:</u> 3.2(A-E); 3.4(A); 3.7(A); 3.9(A);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u> *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?</p>
Thurs 03/31/11	<p><u>TEKS:</u> 3.2(A-E); 3.4(A); 3.7(A); 3.9(A);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u> *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?</p>
Fri 04/01/11	<p><u>TEKS:</u> 3.2(A-E); 3.4(A); 3.7(A); 3.9(A);</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u> *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?</p>

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

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

<p>Fri 04/08/11</p>	<p>TEKS: 3.1(A,B); 3.2(A-E); 3.3(C); 3.4(A); 3.5(B); 3.7(A); 3.9(A); 3.11(C,D)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand matter, the different forms it can take and how matter can change; *understand heat, light and electricity as related to matter and energy; and *understand how magnetism works. Unit 3, Chapters 5-6 Assessment (Matter and Energy)</p>	<p>Question Level: 2/3 (1 as needed) *What is matter? What forms can matter take? How can matter change? *What is heat? Light? *What is meant by “electricity”? How does it travel? *What is happening on p. 182? *How do the parts of an electrical system work together? What is a circuit?</p>
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<p>Week 30</p>	<p>TEKS</p>	<p>Course Objectives/Lesson Plans</p>	<p>Question Level</p>
<p>Mon 04/11/11</p>	<p>TEKS: 3.2(A-E); 3.3(A,C,D); 3.4(A); 3.6(A)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand things move, what is meant by motion, location and speed, and what makes things move; and *understand why some things move faster than others and what makes an object stop moving. Unit 2, Chapter 3, Topic 1, pages 66-75 On the Move (How Things Move)</p>	<p>Question Level: 2/3 (1 as needed) *What is motion and movement? *What makes something move? *What is happening on p. 66? * Can objects move in different ways? *Do all objects move at the same speed? Why or Why not? Explain. *What makes things move fast or slow? *What makes and object stop moving.</p>
<p>Tues 04/12/11</p>	<p>TEKS: 3.2(A-E); 3.3(A,C,D); 3.4(A); 3.6(A)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand things move, what is meant by motion, location and speed, and what makes things move; and *understand why some things move faster than others and what makes an object stop moving. Unit 2, Chapter 3, Topic 1, pages 66-75 On the Move (How Things Move)</p>	<p>Question Level: 2/3 (1 as needed) *What is motion and movement? *What makes something move? *What is happening on p. 66? * Can objects move in different ways? *Do all objects move at the same speed? Why or Why not? Explain. *What makes things move fast or slow? *What makes and object stop moving.</p>
<p>Wed 04/13/11</p>	<p>TEKS: 3.2(A-E); 3.3(A,C,D); 3.4(A); 3.6(A)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand that pushes and pulls are forces affected by strength, gravity and weight; and *understand what is meant by gravity and its relationship with weight. Unit 2, Chapter 3, Topic 2, pages 76-85 Pushes and Pulls (How Things Move)</p>	<p>Question Level: 2/3 (1 as needed) *What is a push? A pull? What is a force? *What force is always pulling on you? *What is happening on p. 76? * Do different pushes and pulls require different strengths?</p>

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

3rd Grade: Science

6th 6 Weeks Outline

Gomez, Hargrove, Marquez

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

<p>Tues. 04/19/11</p>	<p>TEKS: 3.1(A) 3.2(A-E); 3.3(A,D); 3.6(A,B)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand that work is the product of a force changing the motion of an object; and *understand energy, the different forms of energy, and that energy can change from one form to another.</p> <p>Unit 2, Chapter 4, Topic 4, pages 98-105 Doing Work (Work and Machines)</p>	<p>Question Level: 2/3 (1 as needed) *What is work? *What is energy? *What is happening on p. 98? *Explain the different forms of energy? *How can energy change from one form to another? Explain *What do you need to get work done?</p>
<p>Wed. 04/20/11</p>	<p>TEKS: 3.1(A,B) 3.2(A-E); 3.3(A); 3.4(A); 3.5(A,B); 3.6(A); 3.9(B)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand that work is the product of a force changing the motion of an object; *machines make work easier by applying or changing the direction of a force; and *understand types of machines and simple machines.</p> <p>Unit 2, Chapter 4, Topic 5, pages 106-115 Getting Work Done (Work and Machines)</p>	<p>Question Level: 2/3 (1 as needed) *What is work? *What is energy? *What can make work easier? *What is happening on p. 106? What tools or machines do we see? *Explain the different kinds of machines and simple machines that can make work easier? *How do machines make our lives better? Give examples.</p>
<p>Thurs 04/21/11</p>	<p>TEKS: 3.1(A,B) 3.2(A-E); 3.3(A); 3.4(A); 3.5(A,B); 3.6(A); 3.9(B)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand that work is the product of a force changing the motion of an object; *machines make work easier by applying or changing the direction of a force; and *understand types of machines and simple machines.</p> <p>Unit 2, Chapter 4, Topic 6, pages 116-124 More Simple Machines (Work and Machines)</p>	<p>Question Level: 2/3 (1 as needed) *What is work? *What is energy? *What can make work easier? *What is happening on p. 106? What tools or machines do we see? *Explain the different kinds of machines and simple machines that can make work easier? *How do machines make our lives better? Give examples.</p>
<p>Fri. 04/22/11</p>	<p>TEKS: 3.1(A,B) 3.2(A-E); 3.3(A); 3.4(A); 3.5(A,B); 3.6(A); 3.9(B)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand that work is the product of a force changing the motion of an object; *machines make work easier by applying or changing the direction of a force; and *understand types of machines and simple machines.</p> <p>Unit 2, Chapters 3-4, How Things Move & Work and Machines. Review/Assessment.</p>	<p>Question Level: 2/3 (1 as needed) *How do things move? What is work? *What is energy? *What can make work easier? *What is happening on p. 106? What tools or machines do we see? *Explain the different kinds of machines and simple machines that can make work easier? *How do machines make our lives better? Give examples.</p>

Week 32	TEKS	Course Objectives/Lesson Plans	Question Level
Mon 04/25/11	<p><u>TEKS:</u> 3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A); 3.11(A)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u> *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.</p>
Tues. 04/26/11	<p><u>TEKS:</u> 3.2(A-E); 3.3(D,E); 3.4(A); 3.7(A); 3.11(A)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u> *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.</p>
Wed. 04/27/11	<p><u>TEKS:</u> 3.1(A) 3.2(A-E); 3.4(A); 3.6(B); 3.8(D); 3.11(A,B)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u> *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.</p>

<p>Thurs. 04/28/11</p>	<p>TEKS: 3.1(A) 3.2(A-E); 3.4(A); 3.6(B); 3.8(D); 3.11(A,B)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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)</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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.</p>
<p>Fri 04/29/11</p>	<p>TEKS: 3.2(A-E); 3.3(C,D,E); 3.4(A); 3.6(B)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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)</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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.</p>

<p>Week 33</p>	<p>TEKS</p>	<p>Course Objectives/Lesson Plans</p>	<p>Question Level</p>
<p>Mon 05/02/11</p>	<p>TEKS: 3.2(A-E); 3.3(C,D,E); 3.4(A); 3.6(B)</p> <p>ELPS: 1C, 2C,</p>	<p>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;</p>	<p>Question Level: 2/3 (1 as needed)</p> <p>*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</p>

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

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

<p>Tues. 05/10/11</p>	<p><u>TEKS:</u> 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)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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)?</p>
<p>Wed. 05/11/11</p>	<p><u>TEKS:</u> 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)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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)?</p>
<p>Thurs. 05/12/11</p>	<p><u>TEKS:</u> 3.2(A-E); 3.3(A,C,E); 3.4(A,B); 3.11(C,D)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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.</p>

<p>Fri 05/13/11</p>	<p>TEKS: 3.2(A-E); 3.3(A,C,E); 3.4(A,B); 3.11(C,D)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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.</p> <p>Unit 4, Chapter 7, Topic 1, p. 193-203 Earth and the Sun (Traveling Around the Sun)</p>	<p>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.</p>
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<p>Week 35</p>	<p>TEKS</p>	<p>Course Objectives/Lesson Plans</p>	<p>Question Level</p>
<p>Mon 05/16/11</p>	<p>TEKS: 3.2(A-D); 3.3(A,C,D,E); 3.11(D)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *identify the Earth, the Sun, their properties and 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; *understand the concept of “reflection” and how it’s related to the Moon as it orbits Earth. *understand the Moon and its phases.</p> <p>Unit 4, Chapter 7, Topic 2, p. 204-213 Exploring the Moon (Traveling Around the Sun)</p>	<p>Question Level: 2/3 (1 as needed) *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. *Explain what you know about the Moon and its phases and physical features. *What is reflection and how does that affect the Moon? *What are the similarities and differences of the Moon and the Earth?</p>
<p>Tues. 05/17/11</p>	<p>TEKS: 3.2(A-D); 3.3(A,C,D,E); 3.11(D)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *identify the Earth, the Sun, their properties and 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; *understand the concept of “reflection” and how it’s related to the Moon as it orbits Earth. *understand the Moon and its phases.</p> <p>Unit 4, Chapter 7, Topic 2, p. 204-213 Exploring the Moon (Traveling Around the Sun)</p>	<p>Question Level: 2/3 (1 as needed) *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. *Explain what you know about the Moon and its phases and physical features. *What is reflection and how does that affect the Moon? *What are the similarities and differences of the Moon and the Earth?</p>

<p>Wed. 05/18/11</p>	<p>TEKS: 3.2(A-D); 3.3(C); 3.4(A); 3.11(C,D)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand the Earth, the Sun, and the Moon; *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; *understand the Moon and its phases. *understand that the distance of the Moon and the Sun from Earth and their alignment with Earth affect how they appear and cause eclipses. Unit 4, Chapter 7, Topic 3, p. 214-223 Earth, Sun and the Moon (Traveling Around the Sun)</p>	<p>Question Level: 2/3 (1 as needed) *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. *Explain what you know about the Moon and its phases and physical features. *What is reflection and how does that affect the Moon? *What are the similarities of the Moon and the Earth? *Describe the sizes and distances from the Earth for the Sun and the Moon.</p>
<p>Thurs. 05/19/11</p>	<p>TEKS: 3.2(A-D); 3.3(C); 3.4(A); 3.11(C,D)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: Student is expected to: *understand the Earth, the Sun, and the Moon; *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; *understand the Moon and its phases. *understand that the distance of the Moon and the Sun from Earth and their alignment with Earth affect how they appear and cause eclipses. Unit 4, Chapter 7, Topic 3, p. 214-223 Earth, Sun and the Moon (Traveling Around the Sun)</p>	<p>Question Level: 2/3 (1 as needed) *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. *Explain what you know about the Moon and its phases and physical features. *What is reflection and how does that affect the Moon? *What are the similarities of the Moon and the Earth? *Describe the sizes and distances from the Earth for the Sun and the Moon.</p>
<p>Fri 05/20/11</p>	<p>TEKS: 3.2(A-E); 3.3(C); 3.4(A); 3.7(A); 3.11(C,D)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>TEKS Objective: 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; .Unit 4, Chapter 8, Topic 4, p. 226-233 Here Comes the Sun (The Sun and Its Planets)</p>	<p>Question Level: 2/3 (1 as needed) *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? *Explain how we obtain power from the Sun.</p>

Week 36	TEKS	Course Objectives/Lesson Plans	Question Level
Mon 05/23/11	<p><u>TEKS:</u> 3.2(A-E); 3.3(C); 3.4(A); 3.7(A); 3.11(C,D)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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; .Unit 4, Chapter 8, Topic 4, p. 226-233 Here Comes the Sun (The Sun and Its Planets)</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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? *Explain how we obtain power from the Sun.</p>
Tues. 05/24/11	<p><u>TEKS:</u> 3.1(A); 3.2(A-D); 3.3(C,D); 3.4(A); 3.11(C)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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.</p>
Wed. 05/25/11	<p><u>TEKS:</u> 3.1(A); 3.2(A-D); 3.3(C,D); 3.4(A); 3.11(C)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p><u>TEKS Objective:</u> 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)</p>	<p><u>Question Level: 2/3 (1 as needed)</u></p> <p>*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.</p>

Thurs. 05/26/11	<p>TEKS: 3.1(A); 3.2(A-D); 3.3(C,D,E); 3.4(A); 3.11(C)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 5 outer 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 6, p. 244-253 Looking at the Outer Planets (The Sun and Its Planets)</p>	<p>Question Level: 2/3 (1 as needed)</p> <ul style="list-style-type: none"> *What is the solar system and what is it made up of? *What are the 5 outer planets and describe the characteristics of each? *Compare and describe the characteristics of the outer 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. *What are asteroids and comets and how do they affect the solar system?
Fri 05/27/11	<p>TEKS: 3.1(A); 3.2(A-D); 3.3(C,D,E); 3.4(A); 3.11(C)</p> <p>ELPS: 1C, 2C, 3D, 4F, and 5B</p>	<p>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 5 outer 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 6, p. 244-253 Looking at the Outer Planets (The Sun and Its Planets)</p>	<p>Question Level: 2/3 (1 as needed)</p> <ul style="list-style-type: none"> *What is the solar system and what is it made up of? *What are the 5 outer planets and describe the characteristics of each? *Compare and describe the characteristics of the outer 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. *What are asteroids and comets and how do they affect the solar system?

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

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