

Cycle 1	38 Days	
	Aug. 26 – Oct. 18, 2019	
	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 1: Setting Up for Science</u></b> In this unit, students will begin building the foundation for science learning including reviewing science safety, setting up notebooks, routines, procedures, and using appropriate tools.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Part 1 Suggested Pacing:</b> Aug. 26-28</p> <p><b>Part 2 Suggested Pacing:</b> Aug. 29-30</p> <p><i>Labor Day</i> <i>Sept. 2</i></p>	<p><b>Part 1: Safety and Routines</b> (3 lessons)                      (PS) <b>SCI.5.1A</b> Demonstrate safe practices and the use of safety equipment as described in the Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles as appropriate, and gloves, as appropriate.</p> <p><b>Part 2: Tools for Science</b> (2 lessons)                      (PS) <b>SCI.5.2B</b> Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.                      (PS) <b>SCI.5.2C</b> Collect and record information using detailed observations and accurate measuring.                      (PS) <b>SCI.5.2F</b> Communicate valid conclusions in both written and verbal forms.                      (PS) <b>SCI.5.2G</b> Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.                      (PS) <b>SCI.5.4A</b> Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, and materials to support observations of habitats or organisms such as terrariums and aquariums.</p>
<p><b><u>Unit 2: Force and Motion</u></b> In this unit, students will conduct investigations to determine the effects of forces and identify how variables affect data.</p>	<p><b>6</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Sept. 3-10</p> <p><b>Extend Review Assess Reteach</b> Sept. 11-13</p>	<p><b>Unit 2: Force and Motion</b> (6 lessons)                      (S) <b>SCI.5.6D</b> Design a simple experimental investigation that tests the effect of force on an object.                      (PS) <b>SCI.5.2A</b> Describe, plan, and implement simple experimental investigations testing one variable.                      (PS) <b>SCI.5.2B</b> Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.                      (PS) <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.                      (PS) <b>SCI.5.4A</b> Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, and materials to support observations of habitats or organisms such as terrariums and aquariums.                      (S) <b>SCI.3.6B</b> Demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 3: Physical Properties of Matter</u></b></p> <p>In this unit, students will review and classify the states of matter according to the type of physical properties objects possess.</p>	<p><b>18</b> 45-minute lessons</p> <p><b>Part 1</b> <b>Suggested Pacing:</b> Sept. 16-17</p>	<p><b>Part 1: Matter and Change</b> (2 lessons)</p> <p>Ⓡ <b>SCI.5.5A</b> Classify matter based on measurable, testable, and observable physical properties, including mass, magnetism, <b>physical state (solid, liquid, and gas)</b>, relative density (sinking and floating using water as a reference point), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p> <p>Ⓢ <b>SCI.3.5C</b> Predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water, condensation forming on the outside of a glass of ice water, or liquid water being heated to the point of becoming water vapor.</p> <p>Ⓢ <b>SCI.5.2G</b> Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.</p>
	<p><b>Part 2</b> <b>Suggested Pacing:</b> Sept. 18</p>	<p><b>Part 2: Magnetism</b> (1 lesson)</p> <p>Ⓡ <b>SCI.5.5A</b> Classify matter based on measurable, testable and observable physical properties, including mass, <b>magnetism</b>, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p> <p>Ⓢ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p>
	<p><b>Part 3</b> <b>Suggested Pacing:</b> Sept. 19-20</p>	<p><b>Part 3: Relative Density</b> (2 lessons)</p> <p>Ⓡ <b>SCI.5.5A</b> Classify matter based on measurable, testable and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), <b>relative density (sinking and floating using water as a reference point)</b>, solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p> <p>Ⓢ <b>SCI.5.2B</b> Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.</p> <p>Ⓢ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p>
	<p><b>Part 4</b> <b>Suggested Pacing:</b> Sept. 23-24</p>	<p><b>Part 4: Mixtures</b> (2 lessons)</p> <p>Ⓢ <b>SCI.5.5B</b> Demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water.</p> <p>Ⓢ <b>SCI.5.2D</b> analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 3: Physical Properties of Matter</u></b> In this unit, students will review and classify the states of matter according to the type of physical properties objects possess.</p>	<p><b>Part 5 Suggested Pacing:</b> Sept. 25-30</p> <p><b>Extend Review Assess Reteach</b> Sept. 27</p> <p><i>Early Dismissal</i> Sept. 27</p>	<p><b>Part 5: Solutions and Solubility</b> (3 lessons)</p> <p>Ⓡ <b>SCI.5.5A</b> Classify matter based on measurable, testable and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), <b>solubility in water</b>, and the ability to conduct or insulate thermal energy or electric energy.</p> <p>Ⓢ <b>SCI.5.5C</b> Identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water.</p> <p>Ⓢ <b>SCI.5.2B</b> Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.</p> <p>Ⓢ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p>Ⓢ <b>SCI.5.4A</b> Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, and materials to support observations of habitats or organisms such as terrariums and aquariums.</p>
	<p><b>Part 6 Suggested Pacing:</b> Oct. 1-4</p> <p><b>Part 7 Suggested Pacing:</b> Oct. 7-11</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p><b>Extend Review Assess Reteach</b> Oct. 14-18</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p><b>Part 6: Conductors and Insulators</b> (4 lessons)</p> <p>Ⓡ <b>SCI.5.5A</b> Classify matter based on measurable, testable and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water, and <b>the ability to conduct or insulate thermal energy or electric energy</b>.</p> <p>Ⓡ <b>SCI.5.6A</b> Explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy.</p> <p>Ⓢ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p>Ⓢ <b>SCI.5.2F</b> Communicate valid conclusions in both written and verbal forms.</p>
		<p><b>Part 7: Classifying Multiple Properties and Process Skills</b> (4 lessons)</p> <p>Ⓡ <b>SCI.5.5A</b> Classify matter based on measurable, testable and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p> <p>Ⓢ <b>SCI.5.2D</b> analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p>

Cycle 2	39 Days	
	Oct. 21 – Dec. 19, 2019	
		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Energy</b> In this unit, students will explore the uses and characteristics of different forms of energy.</p>	<p><b>10</b> 45-minute lessons</p>	<p><b>Part 1: Uses of Thermal Energy</b> (2 lessons)</p> <p>Ⓡ <b>SCI.5.6A</b> Explore the uses of energy, including mechanical, light, <b>thermal</b>, electrical, and sound energy.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p>
	<p><b>Part 1</b> <b>Suggested Pacing:</b> Oct. 21-22</p>	
	<p><b>Part 2</b> <b>Suggested Pacing:</b> Oct. 23</p>	<p><b>Part 2: Uses of Sound Energy</b> (1 lesson)</p> <p>Ⓡ <b>SCI.5.6A</b> Explore the uses of energy, including mechanical, light, thermal, electrical, and <b>sound</b> energy.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p>
	<p><b>Part 3</b> <b>Suggested Pacing:</b> Oct. 24-25</p>	<p><b>Part 3: Uses of Mechanical Energy</b> (2 lesson)</p> <p>Ⓡ <b>SCI.5.6A</b> Explore the uses of energy, including <b>mechanical</b>, light, thermal, electrical, and sound energy.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p>
	<p><b>Extend Review Assess Reteach</b> Oct. 28 – Nov. 1</p>	
<p><b>Snapshot 1</b> <b>Suggested Window:</b> Oct. 28 – Nov. 1</p> <p><a href="#">See Outline for TEKS Details</a></p>	<p><b>Part 4: Light Energy</b> (5 lessons)</p> <p>Ⓡ <b>SCI.5.6C</b> Demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one medium to another and is refracted.</p> <p>Ⓡ <b>SCI.5.6A</b> Explore the uses of energy, including mechanical, <b>light</b>, thermal, electrical, and sound energy.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p>Ⓟ <b>SCI.5.2G</b> Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.</p> <p>Ⓟ <b>SCI.5.3B</b> Draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks.</p>	
<p><b>Part 4</b> <b>Suggested Pacing:</b> Nov. 4-8</p> <p><i>Early Dismissal</i> Nov. 8</p>		



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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 5: Electricity</u></b> In this unit, students will investigate electricity and how it is used.</p>	<p><b>10</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Nov. 11-22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p>	<p><b>Electricity</b> (10 lessons)</p> <p>Ⓡ <b>SCI.5.6B</b> Demonstrate that the flow of electricity in closed circuits can produce light, heat, and sound.</p> <p>Ⓡ <b>SCI.5.6A</b> Explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy.</p> <p>Ⓡ <b>SCI.5.5A</b> Classify matter based on measurable, testable, and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water, and the ability to <b>conduct or insulate</b> thermal energy or <b>electric energy</b>.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p>Ⓟ <b>SCI.5.2F</b> Communicate valid conclusions in both written and verbal forms.</p> <p>Ⓟ <b>SCI.5.3B</b> Draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks.</p>
<p><b><u>Unit 6: Water Cycle</u></b> In this unit, students will explain how the Sun and oceans interact in the water cycle and demonstrate understanding of each process in the water cycle.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Dec. 2-6</p> <p><b>Extend Review Assess Reteach</b> Dec. 9-13</p> <p><b>District-Level Assessment Suggested Window:</b> Dec. 9-13</p> <p><a href="#">See Blueprint for TEKS Details</a></p>	<p><b>Unit 6: Water Cycle</b> (5 lessons)</p> <p>Ⓢ <b>SCI.5.8B</b> Explain how the Sun and the ocean interact in the water cycle.</p> <p>Ⓢ <b>SCI.4.8B</b> Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.</p> <p>Ⓢ <b>SCI.3.5C</b> Predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water, condensation forming on the outside of a glass of ice water, or liquid water being heated to the point of becoming water vapor.</p> <p>Ⓟ <b>SCI.5.3B</b> Draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 7: Weather and Climate</u></b> In this unit, students will predict and record changes in weather and differentiate between weather and climate.</p>	<p><b>4</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Dec. 16-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b><u>Unit 7: Weather and Climate</u></b> (4 lessons)</p> <p>Ⓢ <b>SCI.5.8A</b> Differentiate between weather and climate.</p> <p>Ⓢ <b>SCI.4.8A</b> Measure, record, and predict changes in weather.</p> <p>Ⓢ <b>SCI.5.2C</b> Collect and record information using detailed observations and accurate measuring.</p> <p>Ⓢ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p>

Cycle 3	49 Days	
	Jan. 6 – Mar. 13, 2020	
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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 8: Landforms</b> In this unit, students will recognize how the forces of weathering, erosion, and deposition change Earth's landscape.</p>	<p><b>12</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 6-22</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p> <p><b>Extend Review Assess Reteach</b> Jan. 23-24</p> <p><b>Snapshot 2 Suggested Window:</b> Jan. 27-31</p> <p><a href="#">See Outline for TEKS Details</a></p>	<p><b>Unit 8: Landforms</b> (12 lessons)</p> <p>Ⓡ <b>SCI.5.7B</b> Recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice.</p> <p>Ⓢ <b>SCI.3.7B</b> Investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p>Ⓟ <b>SCI.5.3B</b> Draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks.</p>
<p><b>Unit 9: Earth's Materials and Processes</b> In this unit, students will explore Earth's natural resources and identify the processes that led to the formation of sedimentary rocks and fossil fuels.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Feb. 3-7</p>	<p><b>Unit 9: Earth's Materials and Processes</b> (5 lessons)</p> <p>Ⓡ <b>SCI.5.7A</b> Explore the processes that led to the formation of sedimentary rocks and fossil fuels.</p> <p>Ⓢ <b>SCI.4.7A</b> Examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants.</p> <p>Ⓢ <b>SCI.4.7C</b> Identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation.</p> <p>Ⓟ <b>SCI.5.2C</b> Collect and record information using detailed observations and accurate measuring.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p>Ⓟ <b>SCI.5.3B</b> Draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 10: The Sun, Earth, Moon System</u></b> In this unit, students will investigate the day and night cycle as well as the interactions between the Sun, Moon, and Earth.</p>	<p><b>7</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Feb. 10-18</p> <p><i>Early Dismissal</i> Feb. 14</p>	<p><b><u>Unit 10: The Sun, Earth, Moon System</u></b> (7 lessons)</p> <p>Ⓡ <b>SCI.5.8C</b> Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky.</p> <p>Ⓢ <b>SCI.5.8D</b> Identify and compare the physical characteristics of the Sun, Earth, and Moon.</p> <p>Ⓢ <b>SCI.3.8D</b> Identify the planets in Earth’s solar system and their position in relation to the Sun.</p> <p>Ⓢ <b>SCI.4.8C</b> Collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p>Ⓟ <b>SCI.5.2G</b> Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.</p> <p>Ⓟ <b>SCI.5.3B</b> Draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks.</p>
<p><b><u>Unit 11: Ecosystems</u></b> In this unit, students will explore the elements that make up an ecosystem, including how organisms gain energy for survival.</p>	<p><b>13</b> 45-minute lessons</p> <p><b>Part 1</b> <b>Suggested Pacing:</b> Feb. 19-25</p>	<p><b><u>Part 1: Environments</u></b> (5 lessons)</p> <p>Ⓡ <b>SCI.5.9A</b> Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living components.</p> <p>Ⓢ <b>SCI.5.9C</b> Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways.</p> <p>Ⓢ <b>SCI.5.9D</b> Identify fossils as evidence of past living organisms and the nature of the environments at the time using models.</p> <p>Ⓢ <b>SCI.3.9A</b> Observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p>Ⓟ <b>SCI.5.2G</b> Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.</p>



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<p><b><u>Unit 11: Ecosystems</u></b> In this unit, students will explore the elements that make up an ecosystem, including how organisms gain energy for survival.</p>	<p><b>Part 2 Suggested Pacing:</b> Feb. 26 – Mar. 6</p> <p><b>Extend Review Assess Reteach</b> Mar. 9-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p><b>Part 2: Food Webs</b> (8 lessons)</p> <p>Ⓡ <b>SCI.5.9B</b> Describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers.</p> <p>Ⓢ <b>SCI.5.9C</b> Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways.</p> <p>Ⓡ <b>SCI.5.9A</b> Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components.</p> <p>Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p>Ⓟ <b>SCI.5.3B</b> Draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks.</p>

Cycle 4	47 Days	
	Mar. 23 – May 29, 2020	
	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 12: Adaptations</b> In this unit, students will compare the structure and functions of organisms.	<b>9</b> 45-minute lessons  <b>STAAR-Released Assessment Suggested Window:</b> Mar. 23-27  2018 Released Assessment	<b>Part 1: Plant Adaptations</b> (2 lessons) Ⓡ <b>SCI.5.10A</b> Compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals. Ⓟ <b>SCI.5.2C</b> Collect and record information using detailed observations and accurate measuring. Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.
	<b>Extend Review Assess Reteach</b> Mar. 23-27  <i>Chávez/Huerta Day</i> Mar. 30	<b>Part 2: Animal Adaptations</b> (4 lessons) Ⓡ <b>SCI.5.10A</b> Compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals. Ⓟ <b>SCI.5.2C</b> Collect and record information using detailed observations and accurate measuring. Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.
	<b>Part 1 Suggested Pacing:</b> Mar. 31 – Apr. 1  <b>Part 2 Suggested Pacing:</b> Apr. 2-7  <b>Part 3 Suggested Pacing:</b> Apr. 8-13  <i>Spring Holiday</i> Apr. 10	<b>Part 3: Inherited Traits and Learned Behaviors</b> (3 lessons) Ⓡ <b>SCI.5.10B</b> Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle. Ⓟ <b>SCI.5.2C</b> Collect and record information using detailed observations and accurate measuring. Ⓟ <b>SCI.5.2D</b> Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.

Cycle 4	47 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b><u>Unit 13: Physical Science Review</u></b> In this unit, students will review matter and energy concepts.</p>	<p><b>7</b> 45-minute lessons  <b>Suggested Pacing:</b> Apr. 14-22</p>	<p><b><u>Unit 13: Physical Science Review</u></b> (7 lessons)                      Ⓡ <b>SCI.5.5A</b> Classify matter based on measurable, testable, and observable physical properties, including mass, magnetism, physical state solid, liquid, and gas, relative density sinking and floating using water as a reference point, solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p>	
<p><b><u>Unit 14: Earth and Space Science Review</u></b> In this unit, students will review earth science concepts.</p>	<p><b>7</b> 45-minute lessons  <b>Suggested Pacing:</b> Apr. 23 – May 1</p>	<p><b><u>Unit 14: Earth and Space Science Review</u></b> (7 lessons)                      Ⓡ <b>SCI.5.8C</b> Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky.                      Ⓢ <b>SCI.5.8D</b> Identify and compare the physical characteristics of the Sun, Earth, and Moon.                      Ⓢ <b>SCI.4.8C</b> Collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time.</p>	
<p><b><u>Unit 15: Life Science Review</u></b> In this unit, students will review life science concepts.</p>	<p><b>7</b> 45-minute lessons  <b>Suggested Pacing:</b> May 4-12</p>	<p><b><u>Unit 15: Life Science Review</u></b> (7 lessons)                      Ⓡ <b>SCI.5.9A</b> Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living components.                      Ⓡ <b>SCI.5.10A</b> Compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals.                      Ⓡ <b>SCI.5.9B</b> Describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers.                      Ⓢ <b>SCI.3.10B</b> Investigate and <b>compare</b> how <b>animals and plants</b> undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady beetles.</p>	
<p><b><u>Unit 16: Investigations</u></b> In this unit, students will conduct three types of investigations; experimental, comparative, and descriptive.</p>	<p><b>12</b> 45-minute lessons  <b>Suggested Pacing:</b> May 13-29  <i>Memorial Day</i> <i>May 25</i></p>	<p><b><u>Unit 16: Investigations</u></b> (12 lessons)                      Ⓢ <b>SCI.5.2A</b> Describe, plan, and implement simple experimental investigations testing one variable.                      Ⓢ <b>SCI.6.2A</b> Plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology.</p>	