



1 st Quarter (44 Days)			
<i>Resources:</i> STEMScopes			
Week	Unit/Lesson	Learning Objectives	TEKS
1 st : Aug 8-9 (2 days)	Welcome to school	TW establish class routines and procedures	N/A
2 nd : Aug 12-16 (5 days)	Physical Properties of Matter	<ul style="list-style-type: none"> I can classify matter by observable physical properties, including texture, flexibility, and relative temperature. I can identify whether a material is a solid or liquid. 	2.6A Classify matter by observable physical properties, including texture, flexibility, and relative temperature, and identify whether a material is a solid or liquid
3 rd : Aug 19-23 (3 days)	Physical Properties of Matter	<ul style="list-style-type: none"> I can classify matter by observable physical properties, including texture, flexibility, and relative temperature. I can identify whether a material is a solid or liquid. 	2.6A Classify matter by observable physical properties, including texture, flexibility, and relative temperature, and identify whether a material is a solid or liquid
4 th : Aug 26- Aug 30 (5 days)	Physical Changes	<ul style="list-style-type: none"> I can conduct a descriptive investigation to explain how physical properties can be changed through processes. I can demonstrate that small units can be combined or reassembled to form new objects for different purposes. I can explain that materials are chosen based on their physical properties. 	<ul style="list-style-type: none"> 2.6B conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing 2.6C demonstrate that small units such as building blocks can be combined or reassembled to form new objects for different purposes and explain the materials chosen based on their physical properties
5 th : Sept 2-6 (4 days)	Physical Changes	<ul style="list-style-type: none"> I can conduct a descriptive investigation to explain how physical properties can be changed through processes. I can demonstrate that small units can be combined or reassembled to form new objects for different purposes. I can explain that materials are chosen based on their physical properties. 	<ul style="list-style-type: none"> 2.6B conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing 2.6C demonstrate that small units such as building blocks can be combined or reassembled to form new objects for different



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			purposes and explain the materials chosen based on their physical properties
6 th : Sept 9-13 (5 days)	Physical Changes	<ul style="list-style-type: none"> I can conduct a descriptive investigation to explain how physical properties can be changed through processes. I can demonstrate that small units can be combined or reassembled to form new objects for different purposes. I can explain that materials are chosen based on their physical properties. 	<ul style="list-style-type: none"> 2.6B conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing 2.6C demonstrate that small units such as building blocks can be combined or reassembled to form new objects for different purposes and explain the materials chosen based on their physical properties
7 th : Sept 16-20 (5 days)	Objects and Motion	<ul style="list-style-type: none"> I can explain how objects push on each other when they touch or collide. I can explain how objects may change shape when they touch or collide. I can plan a descriptive investigation to demonstrate how the strength of a push changes an object's motion. I can plan a descriptive investigation to demonstrate how the strength of a pull changes an object's motion. I can conduct a descriptive investigation to demonstrate how the strength of a push changes an object's motion. I can conduct a descriptive investigation to demonstrate how the strength of a pull changes an object's motion. 	<ul style="list-style-type: none"> 2.7A explain how objects push on each other and may change shape when they touch or collide 2.7B plan and conduct a descriptive investigation to demonstrate how the strength of a push and pull changes an object's motion



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<p>8th: Sept 23-27 (4 days)</p>	<p>Friday: Professional Development</p>	<ul style="list-style-type: none"> ● I can explain how objects push on each other when they touch or collide. ● I can explain how objects may change shape when they touch or collide. ● I can plan a descriptive investigation to demonstrate how the strength of a push changes an object’s motion. ● I can plan a descriptive investigation to demonstrate how the strength of a pull changes an object’s motion. ● I can conduct a descriptive investigation to demonstrate how the strength of a push changes an object’s motion. ● I can conduct a descriptive investigation to demonstrate how the strength of a pull changes an object’s motion. 	<ul style="list-style-type: none"> ● 2.7A explain how objects push on each other and may change shape when they touch or collide ● 2.7B plan and conduct a descriptive investigation to demonstrate how the strength of a push and pull changes an object’s motion
<p>9th: Sept 30 Oct 4 (5 days)</p>	<p>Sound</p>	<ul style="list-style-type: none"> ● I can demonstrate that sound is made by vibrating matter. ● I can demonstrate that vibrations can be caused by a variety of means, including sound. ● I can explain that sound is made by vibrating matter. ● I can explain how different levels of sound are used in everyday life. ● I can design a device using tools and materials that use sound to solve the problem of communicating over a distance. ● I can build a device using tools and materials that use sound to solve the problem of communicating over a distance. 	<ul style="list-style-type: none"> ● 2.8A demonstrate and explain that sound is made by vibrating matter and that vibrations can be caused by a variety of means, including sound ● 2.8B explain how different levels of sound are used in everyday life such as a whisper in a classroom or a fire alarm ● 2.8C design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance



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Week	Unit/Lesson	Learning Objectives	TEKS
10 th : Oct 7-11 (5 days)	Sound	<ul style="list-style-type: none"> I can demonstrate that sound is made by vibrating matter. I can demonstrate that vibrations can be caused by a variety of means, including sound. I can explain that sound is made by vibrating matter. I can explain how different levels of sound are used in everyday life. I can design a device using tools and materials that use sound to solve the problem of communicating over a distance. I can build a device using tools and materials that use sound to solve the problem of communicating over a distance 	<ul style="list-style-type: none"> 2.8A demonstrate and explain that sound is made by vibrating matter and that vibrations can be caused by a variety of means, including sound 2.8B explain how different levels of sound are used in everyday life such as a whisper in a classroom or a fire alarm 2.8C design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance

2nd Quarter (43 Days)

Resources:
STEMScopes

Week	Unit/Lesson	Learning Objectives	TEKS
1 st : Oct 14-18 (5 days)	Objects in the Sky	<ul style="list-style-type: none"> I can describe the Sun as a star that provides light and heat. I can explain that the Moon reflects the Sun's light. I can observe objects in the sky using tools. I can compare how objects in the sky are more visible with a tool than with an unaided eye. I can compare how objects in the sky can appear different with a tool than with an unaided eye. 	<ul style="list-style-type: none"> 2.9A describe the Sun as a star that provides light and heat and explain that the Moon reflects the Sun's light 2.9B observe objects in the sky using tools such as a telescope and compare how objects in the sky are more visible and can appear different with a tool than with an unaided eye



2 nd Quarter (43 Days)			
<u>Resources:</u> STEMScopes			
Week	Unit/Lesson	Learning Objectives	TEKS
2 nd : Oct 21-25 (5 days)	Weather Conditions	<ul style="list-style-type: none"> I can measure weather information, including temperature and precipitation. I can record weather information, including temperature and precipitation. I can graph weather information, including temperature and precipitation. I can investigate different types of severe weather events. I can explain that some events are more likely than others in a given region. 	<ul style="list-style-type: none"> 2.10B measure, record, and graph weather information, including temperature and precipitation 2.10C investigate different types of severe weather events such as a hurricane, tornado, or flood and explain that some events are more likely than others in a given region
3 rd : Oct 28- Nov 1 (4 days)	Weather Conditions Friday: Parent/Teacher Conferences	<ul style="list-style-type: none"> I can measure weather information, including temperature and precipitation. I can record weather information, including temperature and precipitation. I can graph weather information, including temperature and precipitation. I can investigate different types of severe weather events. I can explain that some events are more likely than others in a given region. 	<ul style="list-style-type: none"> 2.10B measure, record, and graph weather information, including temperature and precipitation 2.10C investigate different types of severe weather events such as a hurricane, tornado, or flood and explain that some events are more likely than others in a given region



2 nd Quarter (43 Days)			
<u>Resources:</u> STEMScopes			
Week	Unit/Lesson	Learning Objectives	TEKS
4 th : Nov 4-8 (5 days)	Changes to Land	<ul style="list-style-type: none"> I can investigate how wind and water move soil particles across Earth's surface. I can investigate how wind and water move rock particles across Earth's surface. I can describe how wind and water move soil particles across Earth's surface. I can describe how wind and water move rock particles across Earth's surface. 	<ul style="list-style-type: none"> 2.10A investigate and describe how wind and water move soil and rock particles across the Earth's surface such as wind blowing sand into dunes on a beach or a river carrying rocks as it flows
5 th : Nov 11-15 (5 days)	Changes to Land	<ul style="list-style-type: none"> I can investigate how wind and water move soil particles across Earth's surface. I can investigate how wind and water move rock particles across Earth's surface. I can describe how wind and water move soil particles across Earth's surface. I can describe how wind and water move rock particles across Earth's surface. 	<ul style="list-style-type: none"> 2.10A investigate and describe how wind and water move soil and rock particles across the Earth's surface such as wind blowing sand into dunes on a beach or a river carrying rocks as it flows
6 th : Nov 18-22 (5 days)	Review & Assessment	Review & Assessment	Review & Assessment
7 th : Nov 25-29	Thanksgiving Holiday		
8 th : Dec 2-6 (5 days)	Resources and Human Impact	<ul style="list-style-type: none"> I can distinguish between natural and human-made resources. I can describe how human impact can be limited by making choices to conserve materials. I can describe how human impact can be limited by making choices to properly dispose of materials. 	<ul style="list-style-type: none"> 2.11A distinguish between natural and manmade resources 2.11B describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal



2 nd Quarter (43 Days)			
<u>Resources:</u> STEMScopes			
Week	Unit/Lesson	Learning Objectives	TEKS
9 th : Dec 9-13 (5 days)	Resources and Human Impact	<ul style="list-style-type: none"> I can distinguish between natural and human-made resources. I can describe how human impact can be limited by making choices to conserve materials. I can describe how human impact can be limited by making choices to properly dispose of materials. 	<ul style="list-style-type: none"> 2.11A distinguish between natural and manmade resources 2.11B describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal
10 th : Dec 16-20 (5 days)	Environmental Characteristics	<ul style="list-style-type: none"> I can describe how the physical characteristics of environments, including the amount of rainfall, support plants within an ecosystem. I can describe how the physical characteristics of environments, including the amount of rainfall, support animals within an ecosystem. 	2.12A describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem
Winter Break			



3rd Quarter (44 Days)

Resources:
STEMScopes

Week	Unit/Lesson	Learning Objectives	TEKS
1 st : Jan 6-10 (5 days)	Environmental Characteristics Monday: Professional Development	<ul style="list-style-type: none"> I can describe how the physical characteristics of environments, including the amount of rainfall, support plants within an ecosystem. I can describe how the physical characteristics of environments, including the amount of rainfall, support animals within an ecosystem. 	2.12A describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem
2 nd : Jan 13-17 (5 days)	Environmental Characteristics	<ul style="list-style-type: none"> I can describe how the physical characteristics of environments, including the amount of rainfall, support plants within an ecosystem. I can describe how the physical characteristics of environments, including the amount of rainfall, support animals within an ecosystem. 	2.12A describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem
3 rd : Jan 20-24 (4 days)	Monday: MLK Holiday Food Chains	<ul style="list-style-type: none"> I can create food chains identifying producers and consumers to demonstrate how animals depend on other living things. I can describe food chains identifying producers and consumers to demonstrate how animals depend on other living things. I can explain how some plants depend on other living things, wind, or water for pollination and to move their seeds around. 	<ul style="list-style-type: none"> 2.12B create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things 2.12C explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around



3 rd Quarter (44 Days)			
<i>Resources:</i> STEMScopes			
Week	Unit/Lesson	Learning Objectives	TEKS
4 th : Jan 27-31 (5 days)	Food Chains	<ul style="list-style-type: none"> I can create food chains identifying producers and consumers to demonstrate how animals depend on other living things. I can describe food chains identifying producers and consumers to demonstrate how animals depend on other living things. I can explain how some plants depend on other living things, wind, or water for pollination and to move their seeds around. 	<ul style="list-style-type: none"> 2.12B create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things 2.12C explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around
5 th : Feb 3-7 (5 days)	Plant Structures and Functions	<ul style="list-style-type: none"> I can identify the roots, stems, leaves, flowers, fruits, and seeds of plants. I can compare how those structures (roots, stems, leaves, flowers, fruits, and seeds) help different plants meet their basic needs for survival 	2.13A identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival
6 th : Feb 10-14 (5 days)	Plant Structures and Functions Friday: District Professional Development	<ul style="list-style-type: none"> I can identify the roots, stems, leaves, flowers, fruits, and seeds of plants. I can compare how those structures (roots, stems, leaves, flowers, fruits, and seeds) help different plants meet their basic needs for survival 	2.13A identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival



3 rd Quarter (44 Days)			
<i>Resources:</i> STEMScopes			
Week	Unit/Lesson	Learning Objectives	TEKS
7 th : Feb 17-21 (4 days)	Animal Structures and Behaviors	<ul style="list-style-type: none"> I can record how the structures and behaviors of animals help them find food, water, and air. I can record how the structures and behaviors of animals help them take in food, water, and air. I can compare how the structures and behaviors of animals help them find food, water, and air. I can compare how the structures and behaviors of animals help them take in food, water, and air. I can record and compare how being part of a group helps animals cope with changes, obtain food, and defend themselves. 	<ul style="list-style-type: none"> 2.13B record and compare how the structures and behaviors of animals help them find and take in food, water, and air 2.13C record and compare how being part of a group helps animals obtain food, defend themselves, and cope with changes
8 th : Feb 24-28 (5 days)	Animal Structures and Behaviors	<ul style="list-style-type: none"> I can record how the structures and behaviors of animals help them find food, water, and air. I can record how the structures and behaviors of animals help them take in food, water, and air. I can compare how the structures and behaviors of animals help them find food, water, and air. I can compare how the structures and behaviors of animals help them take in food, water, and air. I can record and compare how being part of a group helps animals cope with changes, obtain food, and defend themselves. 	<ul style="list-style-type: none"> 2.13B record and compare how the structures and behaviors of animals help them find and take in food, water, and air 2.13C record and compare how being part of a group helps animals obtain food, defend themselves, and cope with changes
9 th : Mar 3-7 (5 days)	Unique Life Cycles	<ul style="list-style-type: none"> I can investigate some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs. I can describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs. 	2.13D investigate and describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs



3 rd Quarter (44 Days)			
<i>Resources:</i> STEMScopes			
Week	Unit/Lesson	Learning Objectives	TEKS
Spring Break March 10-14			

4 th Quarter (46 Days)			
<i>Resources:</i> StemScopes			
Week	Unit/Lesson	Learning Objectives	TEKS
1st: Mar 17- 21 (5 days)	Unique Life Cycles	<ul style="list-style-type: none"> I can investigate some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs. I can describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs. 	2.13D investigate and describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs
Ramadan & Spring break Mar 24 - 31			
2nd: Apr 1-4 (4 days)	Unique Life Cycles	<ul style="list-style-type: none"> I can investigate some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs. I can describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs. 	2.13D investigate and describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs
3rd: April 7-11 (5 days)	Unique Life Cycles	<ul style="list-style-type: none"> I can investigate some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs. I can describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs. 	2.13D investigate and describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs
4th: April 14- 18 (5 days)	STAAR REVIEW	STAAR REVIEW	STAAR REVIEW
5th: Apr 21-25 (5 days)	STAAR REVIEW	STAAR REVIEW	STAAR REVIEW
6th: Apr 28 -May 2 (5 days)	STAAR Testing	STAAR TESTING	STAAR TESTING
7th: May 5- 9	STAAR Testing	STAAR TESTING	STAAR TESTING



4 th Quarter (46 Days)			
<i>Resources:</i> StemScopes			
Week	Unit/Lesson	Learning Objectives	TEKS
(5 days)			
8 th May 12- 16 (5 days)	Book Review	Book Review	Book Review
9 th May 19- 23 (5 days)	EOY Project	Review and assessment	Review and assessment
10 th May 26-28	Graduation ceremonies & staff working days	N/A	N/A