



# The Subsidence District WaterWise Program - 5th Grade

## Texas (TEKS) State Standard Correlation

Science					
Standard	Content	Teacher Guide Pages	Student Guide Pages	Student Workbook Pages	Additional Activities
<b>1</b>	<b>Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:</b>				
A.	demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations; and	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	N/A
B.	make informed choices in the conservation, disposal, and recycling of materials.	pgs 8, 15, 20, 30, 31, 42	pgs 3-27	pgs 3-28	A-1 to A-10
<b>2.</b>	<b>Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</b>				
B.	ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;	pgs 8, 15, 20, 30, 31, 42	pgs 3-27	pgs 3-28	A-1 to A-10
C.	collect information by detailed observations and accurate measuring;	pgs 8, 15, 20, 30, 31, 42	pgs 3-27	pgs 3-28	A-1 to A-10
D.	analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence; and	pgs 8, 15, 20, 30, 31, 42	pgs 3-27	pgs 3-28	A-1 to A-10
E.	demonstrate that repeated investigations may increase the reliability of results.	pgs 8, 15, 20, 30, 31, 42	pgs 3-27	pgs 3-28	A-1 to A-10
<b>3.</b>	<b>Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:</b>				
A.	in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.	pgs 8, 15, 20, 30, 31, 42	pgs 3-27	pgs 3-28	A-1 to A-10
<b>4.</b>	<b>Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:</b>				
A.	collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums.	pgs 8, 15, 20, 30, 31, 42	N/A	pgs 3-28	N/A
<b>8.</b>	<b>Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:</b>				
B.	explain how the Sun and the ocean interact in the water cycle.	pgs 17-19	pgs 9-11	N/A	N/A

# Math

Standard	Content	Teacher Guide Pages	Student Guide Pages	Student Workbook Pages	Additional Activities
<b>3</b>	<b>Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:</b>				
A.	use addition and subtraction to solve problems involving whole numbers and decimals;	N/A	N/A	pgs 3-28	A-5, A-8
B.	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology); and	pg 42	N/A	pgs 3-28	A-5, A-8
C.	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	N/A	N/A	pgs 3-28	N/A
<b>5.</b>	<b>Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:</b>				
A.	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	pgs 13, 19, 23	pgs 7, 11, 13	pgs 3-28	N/A
<b>10.</b>	<b>Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:</b>				
A.	perform simple conversions within the same measurement system (SI (metric) or customary); and	N/A	N/A	pgs 11-13	N/A
C.	select and use appropriate units and formulas to measure length, perimeter, area, and volume.	N/A	N/A	pgs 11-13	N/A
<b>11.</b>	<b>Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:</b>				
B.	solve problems involving elapsed time.	pg 8	N/A	pgs 3-24	A-3
<b>12.</b>	<b>Probability and statistics. The student describes and predicts the results of a probability experiment. The student is expected to:</b>				
B.	use experimental results to make predictions.	N/A	N/A	pgs 3-28	A-1 to A-10
<b>13.</b>	<b>Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:</b>				
A.	use tables of related number pairs to make line graphs; and	N/A	N/A	N/A	A-2, A-10
C.	graph a given set of data using an appropriate graphical representation such as a picture or line graph.	N/A	N/A	N/A	A-2, A-10
<b>14.</b>	<b>Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</b>				
A.	identify the mathematics in everyday situations;	pgs 12-39	pgs 21-38	pgs 3-28	A-1 to A-10
B.	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and	N/A	N/A	pgs 3-28	A-1 to A-10
C.	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.	N/A	N/A	pgs 3-28	A-1 to A-10
<b>15.</b>	<b>Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language. The student is expected to:</b>				
A.	explain and record observations using objects, words, pictures, numbers, and technology.	N/A	N/A	pgs 3-28	A-1 to A-10
<b>16.</b>	<b>Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:</b>				
B.	justify why an answer is reasonable and explain the solution process.	pgs 12-39	pgs 3-27	pgs 3-28	A-1 to A-10

## Social Studies

Standard	Content	Teacher Guide Pages	Student Guide Pages	Student Workbook Pages	Additional Activities
<b>6</b>	<b>Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b>				
	B. translate geographic data into a variety of formats such as raw data to graphs and maps.	pgs 13, 19, 23	pgs 7, 11, 13	N/A	A-2, A-10
<b>7</b>	<b>Geography. The student understands the concept of regions. The student is expected to:</b>				
	A. describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.	pgs 22-28	pgs 12-28	N/A	N/A
<b>8</b>	<b>Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</b>				
	D. explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.	pgs 22-28	pgs 12-28	N/A	N/A
<b>9</b>	<b>Geography. The student understands how people adapt to and modify their environment. The student is expected to:</b>				
	A. describe ways people have adapted to and modified their environment in the United States, past and present;	pgs 22-28	pgs 12-28	N/A	N/A
	B. identify reason why people have adapted to and modified their environment in the United States, past and present such as the use of human resources to meet basic needs; and	pgs 22-28	pgs 12-28	N/A	N/A
	C. analyze the consequences of human modification of the environment in the United States, past and present.	pgs 22-28	pgs 12-28	N/A	N/A
<b>27</b>	<b>Social studies skills: The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b>				
	A. use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	pgs 8, 15, 20, 30, 31, 42	N/A	N/A	A-3
	B. use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take actions to implement a decision.	pgs 8, 15, 20, 30, 31, 42	N/A	N/A	A-3