



Grade 5 Science Assessed Curriculum for 2024-2025 ONLY

** For the 2024-2025 school year, ALL of the new TEKS must be taught; however, only the content that overlaps with the assessed curriculum prior to the implementation of the new TEKS will be assessed during this school year. In this document, the content in the black font is eligible to be assessed in the 2024-2025 school year.

Grade 5 Assessed Curriculum for the 2024-2025 School Year ONLY

Reporting Category 1: Matter and Energy

Old TEKS	Before 2024-2025	R/S	New TEKS	Implemented in 2024-2025	R/S
5.5A	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;	Readiness	5.6A	compare and contrast matter based on measurable, testable, or observable physical properties, including mass, magnetism, relative density (sinking and floating using water as a reference point), physical state (solid, liquid, gas), volume , solubility in water, and the ability to conduct or insulate thermal energy and electric energy;	Readiness
5.5B	demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water; and	Supporting	5.6B	demonstrate and explain that some mixtures maintain physical properties of their substances such as iron filings and sand or sand and water;	Supporting
5.5C	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.	Supporting	5.6C	compare the properties of substances before and after they are combined into a solution and demonstrate that matter is conserved in solutions; and	Supporting
3.5C	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.	Supporting	3.6C	predict, observe, and record changes in the state of matter caused by heating or cooling in a variety of substances such as ice becoming liquid water, condensation forming on the outside of a glass, or liquid water being heated to the point of becoming water vapor (gas); and	Supporting

Reporting Category 2: Force, Motion, and Energy

Old TEKS	Before 2024-2025	R/S	New TEKS	Implemented in 2024-2025	R/S
5.6A	<u>explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy;</u>	Readiness	5.8A	<u>investigate and describe the transformation of energy in systems such as energy in a flashlight battery that changes from chemical energy to electrical energy to light energy;</u>	
5.6B	demonstrate that the flow of electricity in closed circuits can produce light, heat, or sound;	Readiness	5.8B	demonstrate that electrical energy in complete circuits can be transformed into <u>motion</u> , light, sound, or thermal energy <u>and identify the requirements for a functioning electrical circuit; and</u>	Readiness
5.6C	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; and	Readiness	5.8C	demonstrate <u>and explain how</u> light travels in a straight line and can be reflected, refracted, <u>or absorbed</u> .	Readiness
5.6D	design a simple experimental investigation that tests the effect of force on an object.	Supporting	5.7B	design a simple experimental investigation that tests the effect of force on an object <u>in a system such as a car on a ramp or a balloon rocket on a string</u> .	Supporting
3.6B	demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons.	Supporting	3.7B	<u>plan and conduct a descriptive investigation to</u> demonstrate and <u>explain</u> how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons.	Supporting

Reporting Category 3: Earth and Space

Old TEKS	Before 2024-2025	R/S	New TEKS	Implemented in 2024-2025	R/S
5.7A	explore the processes that led to the formation of sedimentary rocks and fossil fuels; and	Readiness	5.10B	model and describe the processes that led to the formation of sedimentary rocks and fossil fuels; and	Readiness
5.7B	recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice.	Readiness	5.10C	model and identify how changes to Earth's surface by wind, water, or ice result in the formation of landforms, including deltas, canyons, and sand dunes.	Readiness
5.8A	differentiate between weather and climate;	Supporting	4.10C	differentiate between weather and climate.	Supporting
5.8B	explain how the Sun and the ocean interact in the water cycle;	Supporting	5.10A	explain how the Sun and the ocean interact in the water cycle <u>and affect weather;</u>	Supporting
5.8C	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; and	Readiness	5.9A	demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, <u>resulting in changes in shadow positions and shapes.</u>	Readiness
5.8D	<u>identify and compare the physical characteristics of the Sun, Earth, and Moon.</u>	Supporting			
4.7A	<u>examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants; and</u>	Supporting			
4.7C	identify <u>and classify</u> Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; <u>and the importance of conservation.</u>	Supporting	4.11A	identify <u>and explain advantages and disadvantages of using</u> Earth's renewable and nonrenewable natural resources such as <u>wind,</u> water, <u>sunlight,</u> plants, animals, coal, oil, and natural gas;	Supporting
4.8A	<u>measure, record, and predict changes in weather;</u>	Supporting			

Reporting Category 3: Earth and Space (Continued)

Old TEKS	Before 2024-2025	R/S	New TEKS	Implemented in 2024-2025	R/S
4.8B	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; and	Supporting	4.10A	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;	Supporting
4.8C	collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time.	Supporting	4.9A	collect and analyze data to identify sequences and predict patterns of change in seasons <u>such as change in temperature and length of daylight; and</u>	Supporting
			4.9B	collect and analyze data to identify sequences and predict patterns of change in the observable appearance of the Moon from Earth.	Supporting
3.7B	investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.	Supporting	3.10C	model and describe rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.	Supporting
3.8D	identify the planets in Earth's solar system and their position in relation to the Sun.	Supporting	3.9B	identify the order of the planets in Earth's solar system in relation to the Sun.	Supporting

Reporting Category 4: Organisms and Environments

Old TEKS	Before 2024-2025	R/S	New TEKS	Implemented in 2024-2025	R/S
5.9A	observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;	Readiness	5.12A	observe <u>and describe</u> how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem;	Readiness
5.9B	<u>describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers;</u>	Readiness	5.12B	<u>predict how changes in the ecosystem affect the cycling of matter and flow of energy in a food web; and</u>	
5.9C	<u>predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways; and</u>	Supporting	5.12C	<u>describe a healthy ecosystem and how human activities can be beneficial or harmful to an ecosystem.</u>	
5.9D	identify fossils as evidence of past living organisms and the nature of the environments at the time using models.	Supporting	3.12D	identify fossils as evidence of past living organisms and environments, <u>including common Texas fossils.</u>	Supporting
			4.12C	identify <u>and describe</u> past environments <u>based on</u> fossil <u>evidence, including common Texas fossils.</u>	Supporting
5.10A	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; and	Readiness	5.13A	<u>analyze</u> the structures and functions of different species to identify how organisms survive in the same environment; and	Readiness

Reporting Category 4: Organisms and Environments (Continued)

Old TEKS	Before 2024-2025	R/S	New TEKS	Implemented in 2024-2025	R/S
5.10B	<u>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.</u>	Readiness	5.13B	<u>explain how instinctual behavioral traits such as turtle hatchlings returning to the sea and learned behavioral traits such as orcas hunting in packs increase chances of survival.</u>	
3.9A	<u>observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem.</u>	Supporting	3.12A	<u>explain how temperature and precipitation affect animal growth and behavior through migration and hibernation and plant responses through dormancy;</u>	
3.10B	investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady beetles.	Supporting	3.13B	explore, <u>illustrate, and</u> compare life cycles in organisms such as beetles, crickets, radishes, or lima beans.	Supporting