2026 – 2027 Sky Ranch Class T.E.K.S.

[Underlined names are classes taught. Italicized names are sections taught within the previously named class.]

Expeditions

Mammals

- **Science 3.13 (A/B)** *(When discussing the eyes, ears, and noses of the animals)* - The student knows that organisms undergo similar life processes and have structures that function to help them survive within their environments - Explore and explain how external structures and functions of animals such as the neck of a giraffe or webbed feet on a duck enable them to survive in their environment - Explore, illustrate, and compare life cycles in organisms such as beetles, crickets, radishes, or lima beans
- **Science 4.13** *(When discussing specific mammal traits*) **-** The student knows that organisms undergo similar life processes and have structures that function to help them survive within their environments.
- **Science 4.13 (B)** (*When discussing the animal's inherited trait, learned behavior, and niche/eating habits)* - Differentiate between inherited and acquired physical traits of organisms
- **Science 6.13** (*When discussing why a chinchilla has long fur and the emotional nature of sugar gliders*) - The student knows that organisms have an organizational structure and variations can influence survival of populations.
- **Science 6.13 (C)** (*When discussing why a chinchilla has long fur and the emotional nature of sugar gliders)* - Describe how variations within a population can be an advantage or disadvantage to the survival of a population as environments change

Reptiles

- **Science 3.13 (A)** *(When discussing the eyes, ears, and noses of the animals)* - Explore and explain how external structures and functions of animals such as the neck of a giraffe or webbed feet on a duck enable them to survive in their environment.
- **Science 4.13** *(When discussing specific repitle traits*) **-** The student knows that organisms undergo similar life processes and have structures that function to help them survive within their environments.
- **Science 4.13 (B)** *(When discussing the animal's inherited trait, learned behavior, and niche/eating habits)* - Differentiate between inherited and acquired physical traits of organisms
- **Science 5.13 (B)** *(When discussing how our animals learn when it is feeding time, snakes especially)* - 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

- **Science 6.12 (A)** *(When discussing cold-blooded and how their environment helps regulate temperature)* - Investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as availability of light and water, range of temperatures, or soil composition

Arthropods

- **Science 4.13 (B)** (*When discussing the animal's inherited trait, learned behavior, and niche/eating habits -When explaining ability to hiss vs. when to hiss with the cockroaches when discussing exoskeletons and/or a tarantula's setae)* - Differentiate between inherited and acquired physical traits of organisms.
- **Science 5.12** (*When discussing the habitat of each animal)* - The student describes patterns, cycles, systems, and relationships within environments
- **Science 5.12 (A)** (*When discussing the habitat of each animal)* - Observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem.
- **Science 6.13 (C)** (*When discussing a tarantula web vs. most other spider webs)* Describe how variations within a population can be an advantage or disadvantage to the survival of a population.

Skulls

- **Science 5.13** (*When explaining structure and function)* - The student knows that organisms undergo similar life processes and have structures and behaviors that help them survive within their environments
- **Science 5.13 (A) (***When explaining the environments the various animals live in)* - Analyze the structures and functions of different species to identify how organisms survive in the same environment

Environmental Impact

- **Science 3.12(B)** *(When discussing the removal of a species from an ecosystem)*- identify and describe the flow of energy in a food chain and predict how changes in a food chain such as the removal of frogs from a pond or bees from a field affect the ecosystem
- **Science 4.10 (B)** *(When discussing natural events vs natural disasters)* - Model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice
- **Science 4.11 (A)** (*When discussing Earth's renewable and nonrenewable natural resources)* - Identify and explain advantages and disadvantages of using Earth's

renewable and nonrenewable natural resources such as wind, water, sunlight, plants, animals, coal, oil, and natural gas

- **Science 5.2 (F)** (*When writing their own conclusions about environmental impact they witnessed)* - Communicate valid conclusions in both written and verbal forms
- **Science 5.12 (A)** *(When discussing natural events vs natural disasters)* - Observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem
- **Science 5.12 (C)** (*When discussing how human populations interact with animal populations)* - Describe a healthy ecosystem and how human activities can be beneficial or harmful to an ecosystem
- **Science 6.1 (D)** *(When going on the environmental impact walk)* - Use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, hand lenses, and lab notebooks or journals
- **Science 6.11 (A/B), 6.13 (C)** *(When defining environmental impact and providing examples of it)* - Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution - Explain how conservation, increased efficiency, and technology can help manage air, water, soil, and energy resources - Describe how variations within a population can be an advantage or disadvantage to the survival of a population as environments change

Food Web

- **Science 4.12 (B)** *(When discussing the effect of decomposers within a food web)* - Describe the cycling of matter and flow of energy through food webs, including the roles of the Sun, producers, consumers, and decomposers
- **Science 4.13 (A)** *(When discussing plants and producers in a food chain)* - Explore and explain how structures and functions of plants such as waxy leaves and deep roots enable them to survive in their environment
- **Science 5.12 (A)** *(When talking about abiotic vs biotic)* - Observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem
- **Science 6.12 (A)** *(When talking about a food chain)* - Investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as availability of light and water, range of temperatures, or soil composition

- **Science 6.12 (B)** *(When talking about a food chain)* - Describe and give examples of predatory, competitive, and symbiotic relationships between organisms, including mutualism, parasitism, and commensalism.
- **Science 6.12 (C)** *(When talking about a food chain)* - D escribe the hierarchical organization of organism, population, and community within an ecosystem
- **Science 6.13 (C)** *(When talking on Food Webs)* - Describe how variations within a population can be an advantage or disadvantage to the survival of a population as environments change

Forces in Nature

Rockets

- **Science 4.2** *(When a student observes how other rockets design affected flight)* - The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs
- **Reading/Writing 5.1(D)** - *(When working together to build a rocket)* - Work collaboratively with others to develop a plan of shared responsibilities.
- **Science 5.1(B)** *(When building a rocket)* - use scientific practices to plan and conduct descriptive and simple experimental investigations and use engineering practices to design solutions to problems.
- **Science 5.1(E)** - *(When discussing launch distances and hypotheses)* - Collect observations and measurements as evidence.
- **Science 5.2(D)** - *(When examining the rocket before launch)* - Evaluate experimental and engineering designs.
- **Science 5.3(A)** - *(When discussing the journal page at the end of class)* - develop explanations and propose solutions supported by data and models.
- **Science 5.7(B)** - *(When performing the rocket experiment)* - Design a simple experimental investigation that tests the effect of force on an object in a system.

Newton's Spud-Tacular Zip Adventure

- **Science 5.1(D)** - *(When using a stopwatch to collect control times and other time trials)* - Use tools, including calculators, microscopes, hand lenses, metric rulers, Celsius thermometers, prisms, concave and convex lenses, laser pointers, mirrors, digital scales, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, notebooks, timing devices, materials for building circuits, materials to support observations of habitats or organisms such as terrariums and aquariums, and materials to support digital data collection such as computers, tablets, and cameras to observe, measure, test, and analyze information.
- **Science 5.1(E)** - *(When recording information from stopwatch)* - Collect observations and measurements as evidence
- **Science 5.7(B)** - *(When deciding on how to build potato head)* - Design a simple experimental investigation that tests the effect of force on an object in a system

- **Science 6.7(A)** - *(When explaining the different types of force, motion, and energy)* - Identify and explain how forces act on objects, including gravity, friction, magnetism, applied forces, and normal forces, using real-world applications

Make It Rain / Rock Cycle

- **Science 4.10(B)** - *(When teaching the rock cycle)* - Model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice
- **Science 4.11(A)** *(When teaching about fossil fuels)* - identify and explain advantages and disadvantages of using Earth's renewable and nonrenewable natural resources such as wind, water, sunlight, plants, animals, coal, oil, and natural gas
- **Science 5.10(B)** - *(When teaching the rock cycle and fossilization)* - Model and describe the processes that led to the formation of sedimentary rocks and fossil fuels
- **Science 5.10(C)** - *(When playing "Name That Landform")* - 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
- **Science 6.10(C)** - *(When teaching the rock cycle at Rock Garden)* - Describe how metamorphic, igneous, and sedimentary rocks form and change through geologic processes in the rock cycle

Limnology

Adventure Pond

- **Reading/Writing 4.1(D)** - *(When working with a group to find macroinvertebrates)* - Work collaboratively with others to develop a plan of shared responsibilities.
- **Science 4.6(A)** - *(When making observations about pond)* - Classify and describe matter using observable physical properties, including temperature, mass, magnetism, relative density (the ability to sink or float in water), and physical state (solid, liquid, gas).
- **Science 4.1(D)** - *(When using the materials provided for the experiment)* - Use tools, including hand lenses; metric rulers; Celsius thermometers; calculators; laser pointers; mirrors; digital scales; balances; graduated cylinders; beakers; hot plates; meter sticks; magnets; notebooks; timing devices; sieves; materials for building circuits; materials to support observation of habitats of organisms such as terrariums, aquariums, and collecting nets; and materials to support digital data collection such as computers, tablets, and cameras, to observe, measure, test, and analyze information.
- **-Science 4.1(E) (***When doing observations at AP before hypothesis)* - Collect observations and measurements as evidence

- **Science 4.2(B) (***When discussing findings and drawing conclusions about the health of the AP)* - Analyze data by identifying any significant features, patterns, or sources of error
- **-Science 4.3(A)** (*When discussing findings and providing solutions to ensure the health of the AP)* - Develop explanations and propose solutions supported data and models
- **-Science 4.3(B) (***When students report findings at table and as a large group)* - Communicate explanations and solutions individually and collaboratively in a variety of settings and formats
- **-Science 4.3(C)** *(When students are answering questions and engaging with instructors and fellow students)* - Listen actively to others explanations to identify relevant evidence and engage in scientific discussion.
- **Science 5.1** - *(When searching for macroinvertebrates)* -The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
- **Science 5.1(A)** - *(When developing a hypothesis based on observations)* - Ask questions and define problems based on observations or information from text, phenomena, models, or investigations
- **Science 5.1(E) -** *(When collecting observations of the five different categories*) **-** Collect observations and measurements as evidence.
- **Science 5.2** - *(When making conclusions based on findings)* - The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
- **Science 5.3 -** *When drawing conclusions based on the discovery of macroinvertebrates sensitive to pollution.* - The student provides evidence-based explanations and communicates findings, conclusions, and proposed solutions.
- **Science 5.3(A) - (***When discussing macroinvertebrates that were found)* -Develop explanations and propose solutions supported by data and model
- **Science 5.3(B)** *(When looking at samples at tables, and then as a big group)* - Communicate explanations and solutions individually and collaboratively in a variety of settings and format
- **Science 5.3(C)** *(When working at tables and in big group discussion)* - Listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion.
- **-Science 6.2** *[When explaining how to properly waft a smell to one's nose]*
- The student uses scientific practices during laboratory and field investigations.
- **-Science 6.2(E)** (*When producing conclusions based on the data received in the experiment)* - Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.

- -**Science 6.3 (***When discussing experiment conclusions based on collected datapoints)* - The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists.
- -**Science 6.3(A)** (*When using the scientific method for determining the health of the Adventure Pond)* - Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, to encourage critical thinking by the student.
- -**Science 6.4** (*When utilizing collecting nets and magnifying glasses in the Adventure Pond experiment)* - The student knows how to use a variety of tools and safety equipment to conduct science inquiry.
- -**Science 6.4(A)** (*When utilizing collecting nets and magnifying glasses in the Adventure Pond experiment)* - Use appropriate tools, including journals/notebooks, beakers, petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, balances, microscopes, thermometers, calculators, computers, timing devices, and other necessary equipment to collect, record, and analyze information.

PH Lab (Boat Class)

- **Science 4.6(A)** - *(When observing boats ability to float and take on weight)* - Classify and describe matter using observable physical properties, including temperature, mass, magnetism, relative density (the ability to sink or float in water), and physical state (solid, liquid, gas)
- **Science 4.8(A)** - *(When putting their boats in the water and seeing the waves from the added weight)* Investigate and identify the transfer of energy by objects in motion, waves in water, and sound
- **Science 5.1(D)** - (*When using scales to measure weight supported)* - Use tools, including calculators, microscopes, hand lenses, metric rulers, Celsius thermometers, prisms, concave and convex lenses, laser pointers, mirrors, digital scales, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, notebooks, timing devices, materials for building circuits, materials to support observations of habitats or organisms such as terrariums and aquariums, and materials to support digital data collection such as computers, tablets, and cameras to observe, measure, test, and analyze information.
- **Science 5.1(E)** - *(When measuring how much weight is supported by the boat)* Collect observations and measurements as evidence.
- **Science 5.6(A) -** ***(****When testing boats ability to float)* -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

- **Science 6.1 -** ***(****When designing and building their boats)* - The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models
- **Science 6.1(B) -** ***(****When building their boats)* - Use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problem

Dry Pond

- **Reading/Writing 5.1(D) -** *(When gathering data as a group)* **-** Work collaboratively with others to develop a plan of shared responsibilities.
- **Science 5.1(E) -** *(When taking fish measurements*) **-** Collect observations and measurements as evidence.
- **-Science 5.2B** (*When we talk about how we can better test the fish over time)* -Analyze data by identifying any significant features, patterns, or sources of error
- **-Science 5.3(A) (***When explaining, testing, and evaluating the claim made by the food seller)* -Develop explanations and propose solutions supported by data and model
- **Science 6.1(D) -** (*When utilizing digital scales to weigh fish)* - Use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, hand lenses, and lab notebooks or journals.
- **Science 6.2 -** (*When interpreting data gathered from fish measurements)* **-** The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
- **Math 6.2(D) -** *(When ordering data from least to greatest to learn the definition of "median")* **-** Order a set of rational numbers arising from mathematical and real-world contexts.

Turtle Town

- **Science 4.12(B) (***When we talk about what our turtles consume in their natural environments.)* - Describe the cycling of matter and flow of energy through food webs including the roles of sun, producers, consumers, and decomposers.
- **Science 4.13(B) -** (*When discussing a turtle's inherited trait, learned behavior, and niche)* - Differentiate between inherited and acquired physical traits of organisms.
- **Science 5.12(A) -** *(When observing turtles in their environments)* **-** Observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem.

- **Science 5.13B** (When observing the different turtles and when explaining what a niche is) - 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
- **Reading/Writing 5.3(C) -** *(When learning the definition of "Limnology")* **-** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.
- **Reading/Writing 5.7(F) -** *(When considering examples of "inland water")* - Respond using newly acquired vocabulary as appropriate.

Water Web

- **Science 4.10(A)** - *(When learning about the water cycle)*
  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.
- **Science 5.10(A)** - *(When learning how water molecules travel through processes such as evaporation)* - *Explain* how the Sun and the ocean interact in the water cycle and affect weather.
- **Reading/Writing 5.7(E)** - *(When illustrating route taken in Water Web activity)* -Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Native Americans

Explorers

- **Social Studies 4.2(A) -** (*When discussing the different explorers in and around the East Texas region)* - Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion.
- **Social Studies 4.2(B) -** (*When discussing each explorer and playing the exploration game)* - Identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas.
- **Social Studies 4.9(B) -** (*When discussing how each explorer made money and sought to make money)* - Explain the economic activities early settlers in Texas used to meet their needs and wants.
- **Social Studies 4.11(C) -** (*When discussing the different trials each explorer faced)* - Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.
- **Social Studies 4.11(D) -** (*When discussing each explorer's country's involvement in the New World)* - Explain how developments in transportation and communication have influenced economic activities in Texas.

Corn Grinding

- **Social Studies 4.1(B) -** (*When discussing how sedentary Native Americans farmed)* - Identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumanos.
- **Social Studies 4.9(A) -** (*When discussing how each Native American group provided for their tribe)* - Explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.
- **Social Studies 4.11(C) -** (*When explaining how the buffalo jump was used for the fur trade)* - Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.

Dwellings

- **Social Studies 4.1(B) -** (*When discussing the different types of homes Native Americans use)* - Identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumanos.
- **Social Studies 4.9(A) -** (*When discussing sedentary vs. nomadic lifestyles)* - Explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.
- **Social Studies 4.11(C) -** (*When discussing the interactions between explorers and Native Americans)* - Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.

Trading

- **Social Studies 4.2(A) -** (*When discussing the fur trade and the hunt for gold)* - Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion.
- **Social Studies 4.9(A) -** (*When discussing the beginning of trade between Native Americans and explorers)* - Explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.
- **Social Studies 4.9(B) -** (*When discussing the early settler's reliance on Native American methodology)* - Explain the economic activities early settlers in Texas used to meet their needs and wants.
- **Social Studies 4.11(C) -** (*When discussing fur and weapon trading between settlers and Native Americans)* - Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.
- **Social Studies 4.11(D) -** (*When discussing the importance of oceans and rivers in the trading business)* - Explain how developments in transportation and communication have influenced economic activities in Texas.

Artifacts

- **Social Studies 4.1(B) -** (*When discussing the weapons Native Americans used for hunting and fighting)* - Identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano.
- **Social Studies 4.9(B) -** (*When discussing the difference between stone and iron tools)* - Explain the economic activities early settlers to Texas used to meet their needs and wants.

Archery

- **Social Studies 4.1 (B)** *(When discussing the hunting characteristics of nomadic tribes)* - Identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumanos

Ranch Life

Homesteading

- **Social Studies 4.4(A) -** (*When discussing the impact of home life because of the recent wars)* - Describe the impact of the Civil War and Reconstruction on Texas.
- **Social Studies 4.4(D) -** (*When describing the situation of the farm to the students)* -

Explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.

- **Social Studies 4.7(B) -** (*When discussing why the farm was set up in the location it is in)* - Identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.
- **Social Studies 4.8(B) -** (*When explaining the importance of raising livestock and crops)* - Explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.
- **Social Studies 4.11(A) -** (*When discussing how people made money during 1875)* - Identify how people in different regions of Texas earn their living, past and present.
- **Social Studies 4.11(D) -** (*When discussing the railroad and how Pa is utilizing it for the farm)* - Explain how developments in transportation and communication have influenced economic activities in Texas.

Cattle Driving

- **Social Studies 4.4(C) -** (*When discussing how cattle is raised and sold)* - Explain the effects of the railroad industry on life in Texas, including changes to the cities and major industries.
- **Social Studies 4.4(B) -** (*When explaining the different trails one can go one to sell their cattle)* - Explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.
- **Social Studies 4.4(D) -** (*When describing the situation of the farm to the students)* - Explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.
- **Social Studies 4.7(A) -** (*When explaining the different benefits and dangers of each cattle trail)* - Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.
- **Social Studies 4.7(B) -** (*When explaining the location of the farm in comparison to other places in Texas)* - Identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.
- **Social Studies 4.8(B) -** (*When discussing Texas crops and cattle)* - Explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.

Texas History

Reconnaissance

- **Social Studies 4.3 (A) -** (*When acting out the introduction to the class)*- Analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto.
- **-Social Studies 4.3 (B) -** (*When discussing the fall of the Alamo)* - Summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, Jose Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza.
- **Social Studies 4.3 (C) -** (*When Sam Houston identifies and explains himself to the students)* - Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.
- **Social Studies 4.12 (B) -** (*When discussing the newly independent Texas vs. the Mexican government)* - Compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.
- **Social Studies 4.15 (D)** - (*When discussing the Texas declaration of independence)* - Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals.
- **Social Studies 4.22 (B) -** (*When explaining and doing the map activity)* **-** Use problem-solving and decision-making processes to identify a problem, gather information, list, and consider options, consider advantages and disadvantages, choose, implement a solution, and evaluate the effectiveness of the solution.

Scouting

- **Social Studies 4.3 (C) -** (*When discussing the newly founded independent country of Texas)* - Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.
- **Social Studies 4.22 (B)** - (*When going through the scouting activity)* - Use problem-solving and decision-making processes 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.

General Store

- **Social Studies 4.22 (A) - (**When deciding what to purchase for the Runaway Scrape) - Use problem-solving and decision-making processes 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.
- **Math 4.2 (E)** - (*When doing the math involved in making purchases for the Runaway*

Scrape) - Represent decimals, including tenths and hundredths, using concrete and visual models and money

- **Math 4.4 (A)** - (*When doing the math involved in making purchases for the Runaway Scrape)* - Add and subtract whole numbers and decimals to the hundredth place using the standard algorithm

Branding

- **Social Studies 4.11 (A)** - *(When discussing the different types of farming local to the area)* - Identify how people in different regions of Texas earn their living, past and present

Orienteering

Compasses

- **Science 5.9 (A) –** *(When explaining how one can orient themselves from using where the sun is located)* - 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, resulting in changes in shadow positions and shapes
- **Science 6.7 (A)** – *(When discussing the magnetic poles that the compass points to)* - Identify and explain how forces act on objects, including gravity, friction, magnetism, applied forces, and normal forces, using real-world applications
- **History 5.24 (A) –** *(When teaching how to use a compass)* - Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
- **Math 6.4 (H) -** *(When discussing 1 pace = 2 feet)* - Convert units within a measurement system, including the use of proportions and unit rates

Nature Hike

- **Science 4.13 (A)** – *(When talking about leaf identification)* - Explore and explain how structures and functions of plants such as waxy leaves and deep roots enable them to survive in their environment
- **Science 6.12 (A)** – *(When talking about the different animal tracks and leaves that may be seen while on the hike)* - Investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as availability of light and water, range of temperatures, or soil composition
- **Science 6.1 (D)** – *(When filling out the journal page)* - Use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, hand lenses, and lab notebooks or journals

Camp Site

- **History 3.15 (E)** – *(When filling out the journal pages)* - Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **History 4.8 (B) -** *(When talking of the basic needs/ supplies used for camping)* - Explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities

Campfire

- **Science 3.8 (A)** – *(When discussing the heat (thermal energy) from a fire)* - Identify everyday examples of energy, including light, sound, thermal, and mechanical
- **Science 6.1 (D)** – *(When filling out the journal page)* - Use appropriate tools such as graduated cylinders, metric rulers, periodic tables, balances, scales, thermometers, temperature probes, laboratory ware, timing devices, pH indicators, hot plates, models, microscopes, slides, life science models, petri dishes, dissecting kits, magnets, spring scales or force sensors, tools that model wave behavior, satellite images, hand lenses, and lab notebooks or journals

Challenges

- **§116.17 Physical Education, Grade 5 (b.1.A) -** Demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities.
- **§116.17 Physical Education, Grade 5 (13.A)** - Explain the importance of and demonstrate how to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding.
- **§116.17 Physical Education, Grade 5 (14) -** The physically literate student perseveres while addressing challenges. The student is expected to discuss the importance of accepting individual challenges and use self-management skills to persevere in a positive manner during dynamic activities and lead-up games.
- **§116.17 Physical Education, Grade 5 (15) -** The physically literate student accepts and provides constructive feedback. The student is expected to apply appropriate changes to performance based on feedback from peers.
- **Reading/Writing 5.1(B) -** Follow, restate, and give oral instructions that include multiple action steps.
- **Reading/Writing 5.1(D) -** Work collaboratively with others to develop a plan of shared responsibilities.
- **Reading/Writing 6.1(D) -** Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

Fishing

- **Science 3.13 (A) -** *(When discussing the eyes, ears, and noses of the animals)* - Explore and explain how external structures and functions of animals such as the neck of a giraffe or webbed feet on a duck enable them to survive in their environment.
- **Science 5.13 (A) -** *(When dissecting a fish)* - Analyze the structures and functions of different species to identify how organisms survive in the same environment.
- **Reading/Writing 4.1 (A) -** *(When discussing the Fishing journal page)* - Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- **Reading/Writing 5.7 (E) -** *(When discussing the Fishing journal page)* - Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.