

**Education in Action’s “Alamo Rocks” – Discover Texas Field Trips
5th Grade Social Studies and Science Curriculum Guide by Strand**

Fifth grade students will travel to San Antonio and Austin on Education in Action’s “Alamo Rocks” program and explore the Alamo, Natural Bridge Caverns, and the Texas State Capitol. Students will learn about Texas history and government with a focus on early explorers, the Texas Revolution, and the legislative process. Participants continue their day at the Natural Bridge Caverns, where they actively experience the physical properties of the Earth’s crust including minerals, rocks and soils.

§113.16. Social Studies, Grade 5.

(a) Introduction.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

Name of Activity	TEKS Knowledge and Skills
<ul style="list-style-type: none"> • State Capitol • Alamo 	<p>(15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and explain the basic functions of the three branches of government; (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system. <p>(23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <ul style="list-style-type: none"> (E) identify the historical context of an event. <p>(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to 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.</p>

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§112.16. Science, Grade 5.

(a) Introduction.

(1) In Grade 5, scientific investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

(B) Within the natural environment, students learn how changes occur on Earth's surface and that predictable patterns occur in the sky. Students learn that the natural world consists of resources, including nonrenewable and renewable.

(C) Within the living environment, students learn that structure and function of organisms can improve the survival of members of a species. Students learn to differentiate between inherited traits and learned behaviors.

(4) 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

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.

Name of Activity	TEKS Knowledge and Skills
<ul style="list-style-type: none"> • Natural Bridge Caverns • Bus Activities 	<p>(1) 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:</p> <p style="padding-left: 40px;">(B) make informed choices in the conservation, disposal, and recycling of materials.</p> <p>(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:</p> <p style="padding-left: 40px;">(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>(7) Earth and space. The student knows Earth’s surface is constantly changing and consists of useful resources. The student is expected to:</p> <p style="padding-left: 40px;">(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels; and</p>

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(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice.

(9) Organisms and environment. The student knows that there are relationships, systems, and cycles within environments.

The student is expected to:

(A) observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components;

(B) describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers;

(C) 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

(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using model.