**Get It Write**  
Lesson focuses on how writing instruments have been engineered over time. Students work in teams to design and build a functional "pen" out of everyday materials that can deliver washable liquid watercolor (ink) to a sheet of paper in a controlled manner. They design their pen, build and test their design, evaluate their results, and share observations with the class.

| Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Chemistry | Physics |
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| ***Strand: Scientific Investigation and Reasoning*** | | | | | | | |
| 1.A Demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations including observing a schoolyard habitat. | 1.A Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations. | 1.A Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations. | 1.A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. | 1.A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. | 1.A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. | 1.ADemonstrate safe practices during laboratory and field investigations, including the appropriate use of safety showers, eyewash fountains, safety goggles and fire extinguishers. | 1.A Demonstrate safe practices during laboratory and field investigations. |
| 1.B Make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics. | 1.B Make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans and plastic. | 1.B Make informed choices in the conservation, disposal, and recycling of materials. | 1.B Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials. | 1.B Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials. | 1.B Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials. | 1.CDemonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials. | 1.B Demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials. |
| 2.A Plan and implement descriptive investigations including asking and answering questions, making inferences, and selecting and using equipment or technology needed to solve a specific problem in the natural world. | 2.A Plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions. | 2.A Describe, plan and implement simple experimental investigations testing one variable. | 2.A Plan and implement comparative and descriptive investigations by making observations, asking well- defined questions, and using appropriate equipment and technology. | 2.A Plan and implement comparative and descriptive investigations by making observations, asking well- defined questions and using appropriate equipment and technology. | 2.A Plan and implement comparative and descriptive investigations by making observations, asking well- defined questions, and selecting and using appropriate equipment and technology. | 2.EPlan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology; including graphing calculators, computers and probes, sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, safety goggles, burettes, electronic balances and an adequate supply of consumable chemicals. | 2.E Design and implement investigative procedures including making observations, asking well-defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, and evaluating numerical answers for reasonableness. |
|  |  | 2.B Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology. | 2.B Design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology. | 2.B Design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology. | 2.B Design and implement comparative and experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses and selecting and using appropriate equipment and technology. |  |  |
| 2.B Collect data by observing and measuring using the metric system and recognize differences between observed and measured data. | 2.B Collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals, such as labeled drawings, writing, and concept maps. | 2.C Collect information by detailed observations and accurate measuring. | 2.C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers. | 2.C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers. | 2.C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers. | 2.FCollect data and make measurements with accuracy and precision. | 2.HMake measurements with accuracy and precision and record data using scientific notation and International System (SI) units. |
| 2.C Construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data. | 2.C Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data. | 2.G Construct appropriate simple graphs, tables, maps, and charts using technology including computers to organize, examine, and evaluate information. | 2.D Construct tables, using repeated trials and means to organize data and identify patterns. | 2.D Construct tables and graphs, using repeated trials and means to organize data and identify patterns. | 2.D Construct tables and graphs, using repeated trials and means, to organize data and identify patterns. | 2.HOrganize, analyze, evaluate, make inferences, and predict trends from data. | 2.J Organize and evaluate data and make inferences from data including the use of tables, charts, and graphs. |
| 2.D Analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations. | 2.D Analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured. | 2.D Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence. | 2.E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. | 2.E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. | 2.E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. |  |  |
| 2.F Communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion. | 2.F Communicate valid, oral and written results supported by data. | 2.F Communicate valid conclusions in both written and verbal forms. |  |  |  | 2.ICommunicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphs, journals, summaries, oral reports and technology-based reports. | 2.K Communicate valid conclusions supported by the data through various methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports. |
| 3.C Represent the natural world using models such as volcanoes or Sun, Earth, and Moon system, and identify their limitations including size, properties, and materials. | 3.C Represent the natural world using models such as rivers, stream tables or fossils and identify their limitations, including accuracy and size. | 3.C Draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works. | 3.B Use models to represent aspects of the natural world such as a model of Earth’s layers. | 3.B Use models to represent aspects of the natural world such as human body systems, and plant and animal cells. | 3.B Use models to represent aspects of the natural world such as an atom, a molecule, space or a geologic feature. |  |  |
|  |  |  |  |  |  | 3.BCommunicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles and marketing materials. | 3.B Communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles and marketing materials. |
| 3.D Connect grade level appropriate science concepts with the history of science, science careers and contributions of scientists. | 3.D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists. | 3.D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists. | 3.D Relate the impact of research on scientific thought and society including the history of science and contributions of scientists as related to the content. | 3.D Relate the impact of research on scientific thought and society, including history of science and contributions of scientists as related to the content. | 3.D Relate the impact of research on scientific thought and society including the history of science and contributions of scientists as related to the content. | 3.DEvaluate the impact of research on scientific thought, society, and the environment. | 3.D Explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society. |
|  |  |  |  |  |  | 3.EDescribe the connection between chemistry and future careers. | 3.E Research and describe the connections between physics and future careers. |
| *Strand: Matter and Energy* | | | | | | | |
| 5.A Measure, test, and record physical properties of matter including temperature, mass, magnetism, and the ability to sink or float. | 5.A Measure, compare, and contrast physical properties of matter including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float. | 5.A Classify matter based on physical properties including: mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), and solubility in water, and the ability to conduct or insulate thermal energy or electric energy. |  |  |  |  |  |
| 5.B Describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container. |  |  |  |  |  |  |  |
|  |  |  | 6.CTest the physical properties of minerals including hardness, color, luster, and streak. |  |  | 4.ADifferentiate between physical and chemical changes and properties. |  |
|  |  |  |  |  |  | 4.D Classify matter as pure substances or mixtures through investigation of their properties. |  |
| *Strand: Force, Motion and Energy* | | | | | | | |
| 6.C Observe forces such as magnetism and gravity acting on objects. | 6.D Design an experiment to test the effect of force on an object such as a push or a pull, gravity, friction, or magnetism. | 6.D Design an experiment that tests the effect of force on an object. |  |  |  |  |  |