4th Grade TEKS Year-at-a-Glance

This year-at-a-glance is designed to cover 150 school days. Use your local guidelines to determine how to address the standards in the time you have.

Unit 1: Matter (8 days)
- TEKS.4.6A - Describing Physical Properties

Unit 2: Mixtures & Solutions (15 days)
- TEKS.4.6B - Comparing Mixtures & Solutions
- TEKS.4.6C - Matter Conservation in Mixtures

Unit 3: Force & Motion (8 days)
- TEKS.4.7 - Investigate Patterns of Forces

Unit 4: Energy & Circuits (22 days)
- TEKS.4.8A - Investigating Energy Transfer
- TEKS.4.8B - Identify Conductors & Insulators
- TEKS.4.8C - Electricity in Closed Circuits

Unit 5: Space (15 days)
- TEKS.4.9A - Patterns of Change in Seasons
- TEKS.4.9B - Patterns of Change in the Moon

Unit 6: Weather (15 days)
- TEKS.4.10A - Illustrating the Water Cycle
- TEKS.4.10C - Differentiate Weather & Climate

Unit 7: Changes to Earth’s Surface (8 days)
- TEKS.4.10B - Model Slow Changes to Earth

Unit 8: Earth's Natural Resources (22 days)
- TEKS.4.11A - Compare Earth's Resources
- TEKS.4.11B - Impact of Energy Resources
- TEKS.4.11C - Rocks & Earth’s Resources

Unit 9: Ecosystems (15 days)
- TEKS.4.12A - Producers & Cycling of Matter
- TEKS.4.12B - Matter & Energy in Food Webs

Unit 10: Fossils (7 days)
- TEKS.4.12C - Fossil Evidence of Environments

Unit 11: Structures, Functions, & Traits (15 days)
- TEKS.4.13A - Structures & Functions of Plants
- TEKS.4.13B - Inherited & Acquired Traits

Unit 1: Matter

Content Standards:

- TEKS.4.6A - 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)

Suggested Recurring Themes:

- TEKS.4.5E - investigate how energy flows and matter cycles through systems and how matter is conserved

Suggested Science and Engineering Practices:

- TEKS.4.1A - ask questions and define problems based on observations or information from text, phenomena, models, or investigations

Key Vocabulary

- matter
- physical properties
- mass
- magnetism
- physical state
- volume
- relative density
- solid
- temperature
- liquid
- gas

Unit 1: Matter

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.6A Describing Physical Properties Engagement	TEKS.4.6A Describing Physical Properties Station Lab - Input Stations	TEKS.4.6A Describing Physical Properties Station Lab - Output Stations	TEKS.4.6A Describing Physical Properties Presentation and Paper INB	TEKS.4.6A Describing Physical Properties Presentation and Paper INB TEKS.4.6A Physical Properties of Matter WIKI Ticket
Day 6	**Day 7**	**Day 8**		
TEKS.4.6A Describing Physical Properties Student Choice	TEKS.4.6A Describing Physical Properties Student Choice	TEKS.4.6A Describing Physical Properties Assessment		

Unit 2: Mixtures & Solutions

Content Standards:

- TEKS.4.6B - investigate and compare a variety of mixtures, including solutions that are composed of liquids in liquids and solids in liquids; and
- TEKS.4.6C - demonstrate that matter is conserved when mixtures such as soil and water or oil and water are formed

Suggested Recurring Themes:

- TEKS.4.5E - investigate how energy flows and matter cycles through systems and how matter is conserved
- TEKS.4.5G - explain how factors or conditions impact stability and change in objects, organisms, and systems

Suggested Science and Engineering Practices:

- TEKS.4.3A - develop explanations and propose solutions supported by data and models
- TEKS.4.3B - communicate explanations and solutions individually and collaboratively in a variety of settings and formats

Key Vocabulary

- matter
- substance
- physical properties
- mixture
- solution
- dissolve
- conserved
- evaporates

Unit 2: Mixtures & Solutions

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.6B Comparing Mixtures & Solutions Engagement	TEKS.4.6B Comparing Mixtures & Solutions Station Lab - Input Stations	TEKS.4.6B Comparing Mixtures & Solutions Station Lab - Output Stations	TEKS.4.6B Comparing Mixtures & Solutions Presentation and Paper INB	TEKS.4.6B Comparing Mixtures & Solutions Presentation and Paper INB TEKS.4.6B Mixtures & Solutions WIKI Ticket
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
TEKS.4.6B Mixtures & Solutions Writing Prompt	TEKS.4.6B Comparing Mixtures & Solutions Assessment	TEKS.4.6C Matter Conservation in Mixtures Engagement	TEKS.4.6C Matter Conservation in Mixtures Station Lab - Input Stations	TEKS.4.6C Matter Conservation in Mixtures Station Lab - Output Stations
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
TEKS.4.6C Matter Conservation in Mixtures Presentation and Paper INB	TEKS.4.6C Matter Conservation in Mixtures Presentation and Paper INB TEKS.4.6C Conservation of Mass WIKI Ticket	TEKS.4.6C Matter Conservation in Mixtures Student Choice	TEKS.4.6C Matter Conservation in Mixtures Student Choice	TEKS.4.6C Matter Conservation in Mixtures Assessment

Unit 3: Force & Motion

Content Standards:

- TEKS.4.7 - plan and conduct descriptive investigations to explore the patterns of forces such as gravity, friction, or magnetism in contact or at a distance on an object

Suggested Recurring Themes:

- TEKS.4.5B - identify and use patterns to explain scientific phenomena or to design solutions

Suggested Science and Engineering Practices:

- TEKS.4.1B - use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems

Key Vocabulary

- force
- push
- pull
- gravity
- friction
- magnetism
- motion
- inference
- observation

Unit 3: Force & Motion

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.7 Investigate Patterns of Forces Engagement	TEKS.4.7 Investigate Patterns of Forces Station Lab - Input Stations	TEKS.4.7 Investigate Patterns of Forces Station Lab - Output Stations	TEKS.4.7 Investigate Patterns of Forces Presentation and Paper INB	TEKS.4.7 Investigate Patterns of Forces Presentation and Paper INB TEKS.4.7 Investigating Forces WIKI Ticket
Day 6	**Day 7**	**Day 8**		
TEKS.4.7 Investigate Patterns of Forces Student Choice	TEKS.4.7 Investigate Patterns of Forces Student Choice	TEKS.4.7 Investigate Patterns of Forces Assessment		

Unit 4: Energy & Circuits

Content Standards:

- TEKS.4.8A - investigate and identify the transfer of energy by objects in motion, waves in water, and sound
- TEKS.4.8B - identify conductors and insulators of thermal and electrical energy
- TEKS.4.8C - demonstrate and describe how electrical energy travels in a closed path that can produce light and thermal energy

Suggested Recurring Themes:

- TEKS.4.5E - investigate how energy flows and matter cycles through systems and how matter is conserved
- TEKS.4.5F - explain the relationship between the structure and function of objects, organisms, and systems

Suggested Science and Engineering Practices:

- TEKS.4.2B - analyze data by identifying any significant features, patterns, or sources of error
- TEKS.4.3A - develop explanations and propose solutions supported by data and models
- TEKS.4.4A - explain how scientific discoveries and innovative solutions to problems impact science and society

Key Vocabulary

- energy transformation
- wave
- particles
- vibration
- sound
- medium
- amplitude
- compressions
- thermal energy
- electrical energy
- insulator
- conductor
- closed circuit
- open circuit
- energy source

Unit 4: Energy & Circuits

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.8A Investigating Energy Transfer Engagement	TEKS.4.8A Investigating Energy Transfer Station Lab - Input Stations	TEKS.4.8A Investigating Energy Transfer Station Lab - Output Stations	TEKS.4.8A Investigating Energy Transfer Presentation and Paper INB	TEKS.4.8A Investigating Energy Transfer Presentation and Paper INB
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
TEKS.4.8A Investigating Energy Transfer Student Choice	TEKS.4.8A Investigating Energy Transfer Student Choice	TEKS.4.8A Investigating Energy Transfer Assessment	TEKS.4.8B Identify Conductors & Insulators Engagement	TEKS.4.8B Identify Conductors & Insulators Station Lab - Input Stations
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
TEKS.4.8B Identify Conductors & Insulators Station Lab - Output Stations	TEKS.4.8B Identify Conductors & Insulators Presentation and Paper INB	TEKS.4.8B Identify Conductors & Insulators Presentation and Paper INB TEKS.4.8B Conductors & Insulators WIKI Ticket	TEKS.4.8B Conductors & Insulators Writing Prompt	TEKS.4.8B Identify Conductors & Insulators Assessment

Unit 4: Energy & Circuits

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 16	Day 17	Day 18	Day 19	Day 20
TEKS.4.8C Electricity in Closed Circuits Engagement	TEKS.4.8C Electricity in Closed Circuits Station Lab - Input Stations	TEKS.4.8C Electricity in Closed Circuits Station Lab - Output Stations	TEKS.4.8C Electricity in Closed Circuits Presentation and Paper INB	TEKS.4.8C Electricity in Closed Circuits Presentation and Paper INB TEKS.4.8C Electrical Circuits WIKI Ticket

Day 21	Day 22
TEKS.4.8C Electrical Circuits Writing Prompt	TEKS.4.8C Electricity in Closed Circuits Assessment

Unit 5: Space

Content Standards:

- TEKS.4.9A - collect and analyze data to identify sequences and predict patterns of change in seasons such as change in temperature and length of daylight; and
- TEKS.4.9B - collect and analyze data to identify sequences and predict patterns of change in the observable appearance of the Moon from Earth

Suggested Recurring Themes:

- TEKS.4.5A - identify and use patterns to explain scientific phenomena or to design solutions
- TEKS.4.5B - identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems

Suggested Science and Engineering Practices:

- TEKS.4.1G - develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem
- TEKS.4.2B - analyze data by identifying any significant features, patterns, or sources of error

Key Vocabulary

- sequence
- pattern
- seasons
- predict
- temperature
- precipitation
- lunar cycle
- revolution
- cycle
- new moon
- full moon
- first quarter
- third quarter

Unit 5: Space

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.9A Patterns of Change in Seasons Engagement	TEKS.4.9A Patterns of Change in Seasons Station Lab - Input Stations	TEKS.4.9A Patterns of Change in Seasons Station Lab - Output Stations	TEKS.4.9A Patterns of Change in Seasons Presentation and Paper INB	TEKS.4.9A Patterns of Change in Seasons Presentation and Paper INB TEKS.4.9A Patterns of Change in Seasons & Shadows WIKI Ticket
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
TEKS.4.9A Patterns of Change in Seasons Student Choice	TEKS.4.9A Patterns of Change in Seasons Student Choice	TEKS.4.9A Patterns of Change in Seasons Assessment	TEKS.4.9B Patterns of Change in the Moon Engagement	TEKS.4.9B Patterns of Change in the Moon Station Lab - Input Stations
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
TEKS.4.9B Patterns of Change in the Moon Station Lab - Output Stations	TEKS.4.9B Patterns of Change in the Moon Presentation and Paper INB	TEKS.4.9B Patterns of Change in the Moon Presentation and Paper INB TEKS.4.9B Patterns of Change in the Moon WIKI Ticket	TEKS.4.9B Patterns of Change Writing Prompt	TEKS.4.9B Patterns of Change in the Moon Assessment

Unit 6: Weather

Content Standards:

- TEKS.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
- TEKS.4.10C - differentiate between weather and climate

Suggested Recurring Themes:

- TEKS.4.5D - examine and model the parts of a system and their interdependence in the function of the system
- TEKS.4.5G - explain how factors or conditions impact stability and change in objects, organisms, and systems

Suggested Science and Engineering Practices:

- TEKS.4.1G - develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem
- TEKS.4.2B - analyze data by identifying any significant features, patterns, or sources of error

Key Vocabulary

- water cycle
- evaporation
- condensation
- solar energy
- precipitation
- runoff
- accumulation
- weather
- climate
- thermometer
- precipitation
- cloud cover
- wind speed
- wind direction

Unit 6: Weather

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.10A Illustrating the Water Cycle Engagement	TEKS.4.10A Illustrating the Water Cycle Station Lab - Input Stations	TEKS.4.10A Illustrating the Water Cycle Station Lab - Output Stations	TEKS.4.10A Illustrating the Water Cycle Presentation and Paper INB	TEKS.4.10A Illustrating the Water Cycle Presentation and Paper INB TEKS.4.10A Water Cycle & Sun's Energy WIKI Ticket
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
TEKS.4.10A Water Cycle & Sun's Energy Writing Prompt	TEKS.4.10A Illustrating the Water Cycle Assessment	TEKS.4.6C Matter Conservation in Mixtures Engagement	TEKS.4.10C Differentiate Weather & Climate Station Lab - Input Stations	TEKS.4.10C Differentiate Weather & Climate Station Lab - Output Stations
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
TEKS.4.10C Differentiate Weather & Climate Presentation and Paper INB	TEKS.4.10C Differentiate Weather & Climate Presentation and Paper INB TEKS.4.10C Weather & Climate WIKI Ticket	TEKS.4.10C Differentiate Weather & Climate Student Choice	TEKS.4.10C Differentiate Weather & Climate Student Choice	TEKS.4.10C Differentiate Weather & Climate Assessment

Unit 7: Changes to Earth's Surface

Content Standards:

- TEKS.4.10B - model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice

Suggested Recurring Themes:

- TEKS.4.5C - use scale, proportion, and quantity to describe, compare, or model different systems

Suggested Science and Engineering Practices:

- TEKS.4.1G - develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem

Key Vocabulary

- landform
- weathering
- sediment
- erosion
- deposition

Unit 7: Changes to Earth's Surface

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.10B Model Slow Changes to Earth Engagement	TEKS.4.10B Model Slow Changes to Earth Station Lab - Input Stations	TEKS.4.10B Model Slow Changes to Earth Station Lab - Output Stations	TEKS.4.10B Model Slow Changes to Earth Presentation and Paper INB	TEKS.4.10B Model Slow Changes to Earth Presentation and Paper INB TEKS.4.10B Slow Changes of Earth WIKI Ticket
Day 6	**Day 7**	**Day 8**		
TEKS.4.10B Model Slow Changes to Earth Student Choice	TEKS.4.10B Model Slow Changes to Earth Student Choice	TEKS.4.10B Model Slow Changes to Earth Assessment		

Unit 8: Earth's Natural Resources

Content Standards:

- TEKS.4.11A - 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;
- TEKS.4.11B - explain the critical role of energy resources to modern life and how conservation, disposal, and recycling of natural resources impact the environment; and
- TEKS.4.11C - determine the physical properties of rocks that allow Earth's natural resources to be stored there

Suggested Recurring Themes:

- TEKS.4.5B - identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems

Suggested Science and Engineering Practices:

- TEKS.4.1A - ask questions and define problems based on observations or information from text, phenomena, models, or investigations
- TEKS.4.3A - develop explanations and propose solutions supported by data and models

Key Vocabulary

- renewable resources
- nonrenewable resources
- fossil fuels
- energy resources
- conservation
- disposal
- recycling
- natural resources
- environment
- porosity
- permeability

Unit 8: Earth's Natural Resources

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.11A Compare Earth's Resources Engagement	TEKS.4.11A Compare Earth's Resources Station Lab - Input Stations	TEKS.4.11A Compare Earth's Resources Station Lab - Output Stations	TEKS.4.11A Compare Earth's Resources Presentation and Paper INB	TEKS.4.11A Compare Earth's Resources Presentation and Paper INB TEKS.4.11A Renewable & Nonrenewable Resources WIKI Ticket
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
TEKS.4.11A Renewable & Nonrenewable Resources Writing Prompt	TEKS.4.11A Compare Earth's Resources Assessment	TEKS.4.11B Impact of Energy Resources Engagement	TEKS.4.11B Impact of Energy Resources Station Lab - Input Stations	TEKS.4.11B Impact of Energy Resources Station Lab - Output Stations
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
TEKS.4.11B Impact of Energy Resources Presentation and Paper INB	TEKS.4.11B Impact of Energy Resources Presentation and Paper INB	TEKS.4.11B Impact of Energy Resources Student Choice	TEKS.4.11B Impact of Energy Resources Student Choice	TEKS.4.11B Impact of Energy Resources Student Choice

Unit 8: Earth's Natural Resources

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 16	Day 17	Day 18	Day 19	Day 20
TEKS.4.11B Impact of Energy Resources Assessment	TEKS.4.8C Electricity in Closed Circuits Engagement	TEKS.4.8C Electricity in Closed Circuits Station Lab - Input Stations	TEKS.4.8C Electricity in Closed Circuits Station Lab - Output Stations	TEKS.4.8C Electricity in Closed Circuits Presentation and Paper INB

Day 21	Day 22
TEKS.4.8C Electricity in Closed Circuits Presentation and Paper INB	TEKS.4.8C Electricity in Closed Circuits Assessment

Unit 9: Ecosystems

Content Standards:

- TEKS.4.12A - investigate and explain how most producers can make their own food using sunlight, water, and carbon dioxide through the cycling of matter
- TEKS.4.12B - describe the cycling of matter and flow of energy through food webs, including the roles of the Sun, producers, consumers, and decomposers

Suggested Recurring Themes:

- TEKS.4.5A - identify and use patterns to explain scientific phenomena or to design solutions
- TEKS.4.5D - examine and model the parts of a system and their interdependence in the function of the system

Suggested Science and Engineering Practices:

- TEKS.4.1A - ask questions and define problems based on observations or information from text, phenomena, models, or investigations
- TEKS.4.1B - plan and carry out investigations

Key Vocabulary

- ecosystem
- organism
- energy
- photosynthesis
- carbon dioxide
- producer
- consumer
- decomposer
- food web

Unit 9: Ecosystems

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.12A Producers & Cycling of Matter Engagement	TEKS.4.12A Producers & Cycling of Matter Station Lab - Input Stations	TEKS.4.12A Producers & Cycling of Matter Station Lab - Output Stations	TEKS.4.12A Producers & Cycling of Matter Presentation and Paper INB	TEKS.4.12A Producers & Cycling of Matter Presentation and Paper INB TEKS.4.12A Producers & Consumers WIKI Ticket
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
TEKS.4.12A Producers & Cycling of Matter Student Choice	TEKS.4.12A Producers & Cycling of Matter Student Choice	TEKS.4.12A Producers & Cycling of Matter Assessment	TEKS.4.12B Matter & Energy in Food Webs Engagement	TEKS.4.12B Matter & Energy in Food Webs Station Lab - Input Stations
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
TEKS.4.12B Matter & Energy in Food Webs Station Lab - Output Stations	TEKS.4.12B Matter & Energy in Food Webs Presentation and Paper INB	TEKS.4.12B Matter & Energy in Food Webs Presentation and Paper INB TEKS.4.12B Energy Flow in a Food Web WIKI Ticket	TEKS.4.12B Energy Flow in a Food Web Writing Prompt	TEKS.4.12B Matter & Energy in Food Webs Assessment

Unit 10: Fossils

Content Standards:

- TEKS.4.12C - identify and describe past environments based on fossil evidence, including common Texas fossils

Suggested Recurring Themes:

- TEKS.4.5C - use scale, proportion, and quantity to describe, compare, or model different systems

Suggested Science and Engineering Practices:

- TEKS.4.3B - communicate explanations and solutions individually and collaboratively in a variety of settings and formats

Key Vocabulary

- environment
- fossils
- amber

Unit 10: Fossils

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.12C Fossil Evidence of Environments Engagement	TEKS.4.12C Fossil Evidence of Environments Station Lab - Input Stations	TEKS.4.12C Fossil Evidence of Environments Station Lab - Output Stations	TEKS.4.12C Fossil Evidence of Environments Presentation and Paper INB	TEKS.4.12C Fossil Evidence of Environments Presentation and Paper INB TEKS.4.12C Fossil Evidence WIKI Ticket

Day 6	Day 7
TEKS.4.12C Fossil Evidence Writing Prompt	TEKS.4.12C Fossil Evidence of Environments Assessment

Unit 11: Structures, Functions, & Traits

Content Standards:

- TEKS.4.13A - explore and explain how structures and functions of plants such as waxy leaves and deep roots enable them to survive in their environment; and
- TEKS.4.13B - differentiate between inherited and acquired physical traits of organisms

Suggested Recurring Themes:

- TEKS.4.5F - explain the relationship between the structure and function of objects, organisms, and systems

Suggested Science and Engineering Practices:

- TEKS.4.1B - use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems
- TEKS.4.1A - ask questions and define problems based on observations or information from text, phenomena, models, or investigations

Key Vocabulary

- organism
- structure
- function
- inherit trait
- parent
- offspring
- learned behavior

Unit 11: Structures, Functions, & Traits

The unit plan below is a suggestion. Each day is based on a typical 45-minute class period.

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS.4.13A Structures & Functions of Plants Engagement	TEKS.4.13A Structures & Functions of Plants Station Lab - Input Stations	TEKS.4.13A Structures & Functions of Plants Station Lab - Output Stations	TEKS.4.13A Structures & Functions of Plants Presentation and Paper INB	TEKS.4.13A Structures & Functions of Plants Presentation and Paper INB
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
TEKS.4.13A Structures & Functions of Plants Student Choice	TEKS.4.13A Structures & Functions of Plants Student Choice	TEKS.4.13A Structures & Functions of Plants Assessment	TEKS.4.13B Inherited & Acquired Traits Engagement	TEKS.4.13B Inherited & Acquired Traits Station Lab - Input Stations
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
TEKS.4.13B Inherited & Acquired Traits Station Lab - Output Stations	TEKS.4.13B Inherited & Acquired Traits Presentation and Paper INB	TEKS.4.13B Inherited & Acquired Traits Presentation and Paper INB TEKS.4.13B Exploring Traits WIKI Ticket	TEKS.4.13B Exploring Traits Writing Prompt	TEKS.4.13B Inherited & Acquired Traits Assessment