

## **Dinosaur World CAMP TEKS | Fall 2025**

**The following TEKS could be embedded in this CAMP:**

### **Science TEKS:**

**3.9(B)** Identify the order of the planets in Earth's solar system in relation to the Sun

**3.10(C)** model and describe rapid changes in Earth's surface, such as volcanic eruptions, earthquakes, and landslides

**3.12(D)** identify fossils as evidence of past living organisms and environments, including common Texas fossils

**4.3(A)** Analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing

**4.9(A)** Collect and analyze data to identify sequences and predict patterns of change in seasons such as a change in temperature and the length of daylight

**4.9(B)** Collect and analyze data to identify sequences and predict patterns of change in the observable appearance of the Moon from Earth

**4.10(B)** Model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice

**4.11(A)** identify and explain the advantages and disadvantages of using Earth's renewable and nonrenewable natural resources such as wind, water, sunlight, plants, animals, coal, oil, and natural gas

**5.9(A)** 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

**5.10(B)** model and describe the processes that led to the formation of sedimentary rocks and fossil fuels

**5.10(C)** 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

**5.12(C)** Describe a healthy ecosystem and how human activities can be beneficial or harmful to an ecosystem

**6.3(A)** analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student

**6.3(B)** Use models to represent aspects of the natural world such as a model of Earth's layers

**6.3(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

**6.10(D)** Describe how plate tectonics causes major geological events such as ocean basin formation, earthquakes, volcanic eruptions, and mountain building

**6.12(C)** recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains

**6.12(D)** identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular

**6.12(E)** Describe biotic and abiotic parts of an ecosystem in which organisms interact

**7.8(A)** Predict and describe how catastrophic events such as floods, hurricanes, or tornadoes impact ecosystems

**7.9(A)** Describe the physical properties, locations, and movements of the Sun, planets, moons, meteors, asteroids, comets, Kuiper belt, and Oort cloud

**7.9(B)** Describe how gravity governs motion within Earth's

**7.10(A)** Describe the evidence that supports that Earth has changed over time, including fossil evidence, plate tectonics, and superposition

**7.10(B)** Describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic eruptions, including super volcanoes and hot spots

**7.12(A)** Investigate and explain how internal structures of organisms have adaptations that allow specific functions, such as gills in fish, hollow bones in birds, or xylem in plants

**8.9(A)** Describe the historical development of evidence that supports plate tectonic theory

## **ELA TEKS**

**5.2** Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

**5.3** Vocabulary. The student uses newly acquired vocabulary expressively

**5.6** Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

**5.7** Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of read, heard, or viewed sources.

**5.12** Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

**E1.1(A)** engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes

**E1.1(D)** participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

**E1.4(F)** make inferences and use evidence to support understanding

**E1.5(F)** respond using acquired content and academic vocabulary as appropriate