**Water Tower Challenge**  
Lesson focuses on water storage and how engineering helps communities preserve and supply water to populations. Students work in teams to design and build a water tower out of everyday materials that can "supply" and "shut off" water as needed. The system will need to deliver water in a controlled manner to a paper cup that is about 36 inches or 90 cm away in a controlled manner. They design their tower, build and test their system, evaluate their results, and share observations with their 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.E Demonstrate that repeated investigations may increase the reliability of results. | 2.E Perform repeated investigations to increase the reliability of results. | 2.E Demonstrate that repeated investigations may increase the reliability of results. |  |  |  |  |  |
| 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.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.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.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. |  |  |  |  |  |  |
|  |  |  | 7.BDesign a logical plan to manage energy resources in the home, school or community. |  |  | 11.A Understand energy and its forms including kinetic, potential, chemical and thermal energies. |  |
| *Strand: Force, Motion and Energy* | | | | | | | |
| 6.A Explore different forms of energy including mechanical, light, sound, and heat/thermal in everyday life. | 6.A Differentiate among forms of energy including mechanical, sound, electrical, light, and heat/thermal. | 6.A Explore the uses of energy including mechanical, light, thermal, electrical, and sound energy. | 8.ACompare and contrast potential and kinetic energy. |  |  | 11.A Understand energy and its forms including kinetic, potential, chemical and thermal energies. | 6.BInvestigate examples of kinetic and potential energy and their transformations. |
| 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. | 8.B Identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces. | 7.C Demonstrate and illustrate forces that affect motion in everyday life, such as emergence of seedlings, turgor pressure, and geotropism. | 6.ADemonstrate and calculate how unbalanced forces change the speed or direction of an object's motion. |  |  |
|  |  |  | 8.DMeasure and graph changes in motion. |  |  |  |  |
|  |  |  |  |  | 6.CInvestigate and describe applications of Newton’s law of inertia, law of force and acceleration and law of action-reaction, such as in vehicle restraints, sports activities, amusement park rides, Earth’s tectonic activities, and rocket launches. |  | 4.DCalculate the effect of forces on objects including the law of inertia, the relationship between force and acceleration, and the nature of force pairs between objects. |
| ✔6.B Demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons. |  |  | 8.EInvestigate how inclined planes and pulleys can be used to change the amount of force to move an object. | 7.AContrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still. |  |  | 6.CCalculate the mechanical energy of, power generated within, impulse applied to, and momentum of a physical system. |
|  |  |  | 9.CDemonstrate energy transformations such as the energy in a flashlight battery changes from chemical energy to electrical energy to light energy. |  |  |  |  |
| *Strand: Earth and Space Science* | | | | | | | |
| 7.D Explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture, and how resources may be conserved. | 7.CIdentify and classify the Earth’s renewable resources including air, plants, water, and animals, and nonrenewable resources including coal, oil, natural gas; and the importance of conservation. |  |  |  |  |  |  |